

Property of

A. Storch

**PROGRAMME  
OF  
STUDIES  
FOR  
THE SCHOOLS OF MANITOBA**



**SENIOR HIGH SCHOOLS**

**1949 - 50**

**PRICE 25 CENTS**

Authorized by the Minister of Education  
**WINNIPEG**

Printed by C. E. Leech, King's Printer for Manitoba—1949



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## **BOOK SUPPLIES**

Text Books are usually stocked by local stores, but they may be ordered direct from the Manitoba Text Book Bureau, 146 Notre Dame Avenue E., Winnipeg. All reference books indicated throughout this programme may also be secured from the Bureau.

School Boards (through the office of, and under the signature of the secretary-treasurer), are invited to send collective orders for text books to the Manitoba Text Book Bureau, 146-148 Notre Dame Avenue E., Winnipeg. 15% discount off the Bureau's list prices will be given, and transportation charges prepaid to any destination point in Manitoba.

## THOUGHT AND LANGUAGE

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"Of the two partners, thought and language, that go to produce living speech, thought is the dominant partner; and more real progress in the art of expression is gained by practice in saying vital things plainly than by practice in saying trivial things prettily.

. . . A teacher of English would be well advised, therefore, to regard himself more of a logician than a grammarian, and to cherish the belief that his pupil cannot think clearly unless he can express himself clearly; and conversely that he cannot express himself clearly unless he can think clearly."

This quotation from the preface of Dr. P. B. Ballard's "Teaching and Testing English" has a direct bearing on the teaching of all subjects in our school curriculum. It is highly important that all teachers, no matter what their particular subjects may be, should realize that "thought and language go together—we divorce them to their detriment."

There is another aspect of this thought-language relationship that is a matter of direct concern to all teachers. We are interested not only in the expression of thought by the pupil but also in his power to comprehend what he hears or reads. We must in all subjects develop that power. We must inculcate the ability to read with interest, with appreciation and with understanding. Given that ability the path to further development of his intellectual powers lies open to him.

In all phases of the curriculum the teacher must keep in mind the development of the ability to speak and write clearly and of the ability to comprehend readily what others have expressed in speech or writing. The stress placed by the teacher on these abilities will, in the words of the "Norwood Report", "have a powerful moral effect on the student and bring home to him that his use of English is of universal concern in any relationship upon which he may enter."



## REGULATIONS

The following General Regulations for Examinations and Promotions are Part III (Sections 25-37) of Manitoba Regulations 7/48. Detailed regulations for promotion by recommendation or examination follow.

### EXAMINATIONS AND PROMOTIONS

25. Promotion of Students from Grade I-VIII inclusive shall be made by the Principal subject to the approval of the Inspector.

26. Promotion of students from Grade IX and First Year High School in any course shall be by the Inspector.

27. (1) Second Level credit in the General Course shall be obtained:

(a) by examinations prescribed and conducted by the High School Examination Board,  
or

(b) through the High School Examination Board under the regulations governing accredited collegiate institutes.

(2) Promotion of students from Grade XII who seek Matriculation or Entrance to Normal credit shall be by examinations prescribed and conducted by the High School Examination Board.

28. School Districts shall maintain a card record system as prescribed by the Department of Education for all students in Secondary School grades.

29. The school district shall require the principal to keep up to date the card record system specified in Section 28 of these regulations and furnish free of charge to each student a transcript of his record at the end of each school year.

30. Examinations for students of Second Level and Grade XII shall be conducted in June, and supplemental examinations in August or September, under the regulations of the High School Examination Board.

31. Examinations may be provided each year in June, and supplemental examinations in August or September, for students of Grade IX and First Year High School, who are not enrolled in a Public School.

32. All Secondary Schools shall be High School examination centres; other schools may be approved as examination centres from time to time by the Minister.

33. School districts shall provide adequate accommodation and supervision in accordance with the instructions of the High School Examination Board for the students writing Departmental examinations in their schools.

34. Candidates shall file applications for Departmental examinations to the Department on forms provided by the Department.

35. Departmental examinations shall be conducted in accordance with the requirements of the High School Examination Board.

36. A candidate may appeal the standing granted at the June examinations by filling application for re-read and paying the prescribed fee per paper, and such fee will be refunded if:

(a) a failure is raised to a passing mark.

(b) a passing mark is raised.

## REGULATIONS

37. Fees payable in connection with examinations shall be:

- (a) **Departmental Examinations** (including issuing of Departmental statement of results)
- (1) Grade IX and First Level, \$1.00 per paper; maximum \$3.00 for June examinations in any year.
  - (2) Second Level, \$1.00 per paper; maximum \$5.00 for June examinations in any year.
  - (3) Third Level, \$2.00 per paper; maximum \$10.00 for June examinations in any year.
  - (4) Combination of Second and Third Levels, \$1.00 per paper for Level II subjects, and \$2.00 per paper for Third Level subjects; maximum \$10.00 for June examinations in any year.
  - (5) Penalty for filing late application, \$1.00.

(b) **Appeals**

Two dollars per paper appealed.

- (c) **Departmental Statement of Standing for Recommended Students**
- (1) Grade IX and First Level—no charge.
  - (2) Second Year and Second Level—\$1.00.

(d) **Duplicate Statements**

- (1) Fee for duplicate statement of June standing in any school year shall be fifty cents per grade.
- (2) Fee for duplicate statement of September supplemental examination in any school year is fifty cents.
- (3) Maximum charge of duplicate statement is \$2.00.

(e) **Statements Issued Following Change of Name**

For statements issued following change of name the rate is the same as for duplicate statements.

- (f) **The Following Fees are Charged in Connection with Professional Statements and Certificates:**
- |   |        |
|---|--------|
| (1) Registration of outside credentials.....              | \$5.00 |
| (2) Duplicate Certificate and Card.....                   | 2.00   |
| (3) Duplicate Teachers' Card.....                         | 1.00   |
| (4) Certificate and Card issued under change of name..... | 2.00   |
| (5) Official Statement of Standing.....                   | 2.00   |
| (6) Summer School—late Registration.....                  | 1.00   |

## REGULATIONS FOR PROMOTIONS

In all grades, to be eligible for promotion by the principal, students must attend for at least 175 days. If the principal wishes to make a promotion when this condition has not been fulfilled, he must submit a statement to the inspector showing the reasons and the inspector shall decide the issue.

Early in the year in all grades, students should be given to understand that regular attendance, deportment, attitude to work and attention to daily assignments of work throughout the whole year will be considered when promotions are made.

Record cards which will assist teachers and inspectors in making recommendations may be bought from the Manitoba Text Book Bureau. Principals will be required to enter marks and other data on these cards regularly and accurately.

### GRADE IX

To find out whether pupils are eligible for promotion from Grade IX to First Year, the Department of Education may administer suitable tests.

#### First, Second and Third Year High School—General Course

Explanatory note regarding distinction between

*High School years and High School Levels*

In interpreting the regulations set out below, teachers must distinguish between Second and Third Year, and Second and Third Level. The First Level corresponds to the former Grade X, Second Level corresponds approximately to the former Grade XI and the Third Level to Grade XII. In his First Year of High School, the student will take all of First Level. In his Second Year of High School work, he will complete a portion of Second Level. In his Third Year's work, he will finish Second Level and take a portion of Third Level. In his Fourth Year, the student will complete the Third Level.

*Note: The former Grade XII course will be continued during 1949-50, and the Third Level will come into effect the following year.*

Second Level standing entitles the student to Entrance to University credit and Third Level entitles him to apply for First Year University standing, provided, in both instances, he has elected the Matriculation options. Third Level entitles the student to Entrance to Normal standing. Teachers will note that, irrespective of the year in which the subjects are taken, the First Level subjects are designated by the numeral I, Second Level subjects by II and Third Level subjects by III.

#### Promotions, First Year High School, General Course

Standing in the subjects of First Year, will be determined by the Inspector, who will base his decision on his knowledge of the student's work and the recommendation of the Principal.

##### I—Students with Complete First Year standing:

- (a) students with complete First Year standing, will proceed with the work of the Second Year.
- (b) the First Year statements held by some of these students, will carry an endorsement by the Inspector, to the effect that the holders have special permission to take, in one school year, all of the work of the Second Level.

## REGULATIONS FOR PROMOTIONS

### II—Students with incomplete First Year standing: also supplemental examinations, First Year:

- (a) students who, at the end of the school year, are conditioned in three or more First Year subjects, are not permitted to write any supplemental examinations until June of the following year.
- (b) students who, after June 30th, *have not more than two papers to pass to* complete to the end of First Year, may be promoted provisionally to Second Year. During the month of September, such students may write supplemental examinations in the First Year subjects in which they have failed. These supplemental examinations will be set and marked by the teacher. The time table will be prepared by the Principal. *Prior to the writing of the tests,* the Principal should advise the Registrar, Department of Education, of the number of First Year students in each course (General, Commercial, Home Economics, Industrial, Agriculture, High School Leaving), who will be writing such tests in his school. The Department will then forward to the Principal the required score sheets and statement forms, and the teacher will record upon the appropriate score sheets and statement blanks, the results of these examinations. *Immediately upon the completion* of the writing of the tests, the Principal will check to see that the score sheets and statements are completed, and will forward same with the answer booklets and copies of the question papers, to the Inspector. (*Note:—Principals of Collegiate Institutes that were granted Accrediting Privileges for the school year 1948-49, need not forward the answer booklets or question papers to the Inspector, but must retain them in the school for a period of six months from the date of examination.*) The Inspector will decide, on the basis of these tests and his knowledge of the work of the pupil, whether or not the student shall be given standing. The Inspector will forward to the student a statement of the standing granted and will retain one copy of the score sheet, forward one copy to the secretary of the school district and return one copy to the Department of Education.
- (c) students who, after the school examinations in September, still have conditions from First Year, must repeat these subjects and must defer a corresponding number of subjects in Second Year. In all cases, the First Year subjects are prerequisite to the corresponding subjects (or half subjects) of Second Year, and no portion of the Second Year subjects may be studied, until credit in the First Year prerequisite is established.

### Promotions, Second Year and Second Level

Promotion from Second Year to Third Year, and from Second Level to Third Level, in the General Course, will be by Departmental Examinations, with the exception of those recommended for promotion from Accredited Collegiate Institutes. Examinations on the course prescribed for the year will be conducted by the High School Examination Board in June of each year in all secondary schools. Other centres may be established by the special approval of the Minister. Further information will be outlined in the Manitoba School Journal.

Level II credits granted under new programme,  
for Grade XI courses previously completed.

Students who already hold Grade XI credit in any subjects of the old course, will be granted corresponding Level II credit for such subjects, under the new programme. They will proceed to complete Level II in accordance with the new programme, with the exception that Science IIa will not be required of them. In completing Level II, such students must accommodate themselves to the prescription of work outlined in the 1949-50 Programme of Studies.

## REGULATIONS FOR PROMOTIONS

### Grade XI Supplements

A Grade XI student, who, after the Departmental Examinations in August, 1949, is carrying Grade XI conditions, either through Departmental Examinations or School Examinations in June, may be permitted, with the approval of the Principal, to take some Grade XII work, provided the student selects Grade XII subjects in which he has Grade XI credit. However, such student must defer one subject of Grade XII for each condition he has in Grade XI. In applying this regulation, Principals will be guided by the following:

- (1) a supplemental in Grade XI Algebra or Geometry or both, will be regarded as one condition, and will debar the student from taking Grade XII Mathematics.
- (2) a student who has credit in Grade XI Literature and a condition in Grade XI composition, may take Grade XII Drama and Poetry, but not Composition and Novel. Similarly, a student who has credit in Grade XI Composition and a condition in Literature, may take Grade XII Composition and Novel, but must defer Drama and Poetry.
- (3) a student will not be permitted to write a Grade XII subject, until the corresponding Grade XI condition is cleared, and the Grade XII subjects must be selected in such a way that time-table clashes with Grade XI subjects will be avoided. Consult the examination time-table published in this Programme.

### Recommendation of Accredited Collegiates

Collegiate Institutes may become "accredited" and recommend students for Second Level matriculation standing under the following conditions:

1. The accrediting authority shall be the Manitoba High School Examination Board.
2. Each Collegiate Institute, on being granted power of recommending pupils without Departmental Examinations shall be classified as "An Accredited Collegiate Institute".
3. In order to be eligible to exercise such power each Collegiate Institute shall comply with the following requirements:
  - (a) The Principal shall hold a Principal's certificate valid in any Secondary School in the Province of Manitoba.
  - (b) Each teacher shall hold a collegiate Certificate valid in the Province of Manitoba.
  - (c) Each teacher shall hold at least Second Year Arts and Science credit or its equivalent in any of the following subjects which he teaches for recommending purposes, together with not less than two years' successful teaching experience therein: English, History, Mathematics, Science and Foreign Languages.

### OR

shall hold at least First Year Arts and Science credit or its equivalent in any of the above mentioned subjects which he teaches for recommending purposes together with not less than five years' successful teaching experience therein acquired prior to June 30th, 1939.

- (d) There shall be a science Laboratory which, in the opinion of an Inspector of Schools, provides adequate facilities for its pupils to perform the individual experiments prescribed in Physics and Chemistry.
- (e) There shall be a library which, in the opinion of an Inspector of Schools, provides adequate library facilities, and which shall be readily accessible to all pupils during school hours.

## REGULATIONS FOR PROMOTIONS

4. Applications for power to recommend shall be submitted annually on forms approved by the Examination Board.

5. The Principal and each teacher concerned shall certify on forms approved by the Examination Board that each pupil recommended for exemption from the Departmental Examination has:

- (a) completed during the current school year a full Second Level Matriculation course as outlined in the current Programme of Studies for Secondary Schools.
- (b) in their judgment obtained a standing on his year's work of not less than fifty per cent (50%) in any subject and an average of at least sixty-seven (67%) on the full Second Level.
- (c) performed the required experiments in Chemistry and/or Physics either individually or in co-operation with another pupil.

AND

- (d) attended regularly during the entire school year.

6. Each pupil who gives promise of being able to qualify for recommendation may be advised not earlier than May 15th that he will be recommended for promotion. However, the Department of Education, on recommendation of the School Inspector, reserves the right to cancel any such promotion if the student's conduct, attendance and work until the end of the term, do not continue to be satisfactory.

7. Pupils who are not recommended may write the Departmental Examinations.

8. Copies of the principal test papers set for the pupils throughout the current school year and their answers thereto shall be open to review by an Inspector of Schools for criticism and for modification.

9. The pupils' answer papers in any two representative tests shall be kept for at least nine months from the date of the test and shall be available at all times to an Inspector of School and the Accrediting Authority.

10. The standing of the pupils shall be reported on forms approved by the Examination Board.

11. The power granted to any Collegiate Institute to recommend pupils under these regulations shall be valid for the current school year only but may upon application be renewed from year to year, at the discretion of the accrediting authority.

12. Private schools which comply with these regulations may, upon application to the accrediting authority, be granted power to recommend.

N.B.—1. In considering the renewal of the accrediting privileges to any Collegiate Institute, an important factor will be the record of its students promoted in this way, at the University or in Grade XII.

2. The High School Examination Board reserves the right of amending annually these requirements.

# TIME TABLE—EXAMINATIONS, JUNE, 1950

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9.00 A.M.

2.00 P.M.

## TUESDAY, JUNE 20th

Paper Number

- 1. Science IIb (Physics)
- 2. XII Physics

Paper Number

- 3. Science IIb (Biology)

## WEDNESDAY, JUNE 21st

4. Mathematics II

- 5. Mathematics IIa (Geometry)
- 6. Mathematics IIb (Algebra)

7. XII Mathematics

- 8. XII Arithmetic
- 9. Commercial Option II

## THURSDAY, JUNE 22nd

10. English II (Literature)

11. XII Drama and Poetry

## FRIDAY, JUNE 23rd

12. Science IIa

13. XII Geography

## MONDAY, JUNE 26th

14. Social Studies II

15. XII History

## TUESDAY, JUNE 27th

16. Science IIb (Chemistry)

18. Regional Geography II

17. XII Chemistry

## WEDNESDAY, JUNE 28th

19. French II

21. German II

20. XII French

22. XII German

## THURSDAY, JUNE 29th

23. English II (Composition)

25. French Option II

24. XII Composition and Novel

26. XII French Option

## FRIDAY, JUNE 30th

27. Latin II

28. XII Latin

## SCHOLARSHIPS AND PRIZES

### ISBISTER ENTRANCE SCHOLARSHIPS

Scholarships offered by the University, known as the Isbister Matriculation Scholarships, are provided in part from an endowment fund given to the University many years ago, under the terms of the will of the late Dr. A. K. Isbister.

Particulars as to the examination requirements for the award of the Isbister Scholarships in 1950 will be announced in the September, 1949, issue of the Manitoba School Journal.

A plan for the award of Matriculation Scholarships has been adopted by the Senate of the University and approved by the Board of Governors, as follows:

1. That for this purpose the Province be divided into nine (9) districts, as follows:

**District No. 1**—Inspectorial Divisions Nos. 1, 2, 3, 5, 24 and 25, including at the present time the following schools: Amaranth, Arden, Austin, Benito, Bowsman, Brickburn (Gilbert Plains), Dauphin, Durban, Edrans, Ethelbert, Flin Flon, Gladstone, Glenella, Goose Lake (Roblin), Grandview, Inglis, Kenville, Langruth, Laurier, MacGregor, Makaroff, Makinak, Minitonas, Mossy River (Fork River), Ochre (Ochre River), Pine River, Plumas, Rosamond (McCreary), Shellmouth, Sidney, Swan River, Ste. Rose, Tamarisk (Gilbert Plains), The Pas, Tummel (Roblin), Winnipegosis, Wycliffe (Sifton).

**District No. 2**—Inspectorial Divisions Nos. 4 and 6, including at the present time the following schools: Angus (Angusville), Basswood, Bethany, Binscarth, Birtle, Decker, Decorby (St. Lazare), Eden, Elphinstone, Erickson, Foxwarren, Franklin, Grey (Clanwilliam), Hamiota, Kelwood, Minnedosa, Neepawa, Newdale, Oakburn, Oakner, Rapid City, Rossburn, Russell, Sandy Lake, Shoal Lake, Strathclair.

**District No. 3**—Inspectorial Division No. 7, including at the present time the following schools: Arrow River, Beulah, Crandall, Deleau, Ebor, Elkhorn, Griswold, Harding, Hargrave, Isabella, Kenton, Kirkella, Lenore, Manson, Miniota, Oakwood (Oak Lake), Pipestone, Reston, Ross (Two Creeks), Rutherford (McAuley), Virden, Woodnorth.

**District No. 4**—Inspectorial Divisions Nos. 9 and 10, including at the present time the following schools: Boissevain, Cartwright, Clearwater, Crystal City, Darlingford, Deloraine, Elgin, Fairfax, Hartney, Holmfield, Killarney, LaRiviere, Lyleton, Manitou, Medora, Melita, Minto, Napinka, Ninga, Pierson, Pilot Mound, Snowflake, Waskada.

**District No. 5**—Inspectorial Divisions Nos. 8 and 11, including at the present time the following schools: Albion (Dunrea), Alexander, Altamont, Baldur, Belmont, Brandon, Brookdale, Carberry, Cardale, Carroll, Cypress River, Douglas, Glenboro, Holland, Kemnay, Margaret, Nesbitt, Ninette, Oak River, Richard (Somerset), Rivers, Roseberry (Neelin), Rugby (Forrest), Ste. Marie (Bruxelles), Souris, Swan Lake, Stockton, Wawanesa, Wellwood.

**District No. 6**—Inspectorial Divisions Nos. 12, 13 and 17, including at the present time the following schools: Brunkild, Carman, Charleswood, Connor (MacDonald), East Poplar Point (Poplar Point), Elie, Elm Creek, Fannystelle, Graysville, High Bluff, Kane, Lowe Farm, Miami, Morris, Myrtle, Notre Dame de Lourdes, Oak Bluff, Oakville, Phoenix (Headingly), Portage la Prairie, Rathwell, Roland, St. Charles, St. Claude, St. Francois Xavier, St. James, St. Norbert, Sanford, Sperling, Springstein, Starbuck, Tuxedo, West Treherne (Treherne), Wingham (Elm Creek).

## SCHOLARSHIPS

**District No. 7**—Inspectorial Divisions Nos. 14, 15, 16 and 18, including at the present time the following schools: Altona, Bird's Hill, Dominion City, Dugald, East Kildonan, Emerson, Garson, Gonor, Gretna, Happy Thought (East Selkirk), Hazelridge, Horndean, Iberville (St. Malo), Inverness (Letellier), Lindal (Thornhill), Lorette Centre, Maple Leaf (Morden), North Kildonan, Norwood Grove, Plum Coulee, Purple Bank (Gardenton), Rosenfeld, St. Andrews, Ste. Anne, St. Boniface, St. Jean, St. Pierre, St. Joachim (La Broquerie), Selkirk, Steinbach, Szewczenko (Vita), Tolstoi, West St. Paul (Middlechurch), Winkler.

**District No. 8**—Inspectorial Divisions Nos. 19, 20, 21, 22, 23, including at the present time the following schools: Ardal (Arborg), Balmoral, Beausejour, Brant (Argyle), Brokenhead, Clandeboye, Cloverdale (Pigeon Bluff), Cossette (Inwood), Dubuc (St. Adolphe), Eriksdale, Fisher Branch, General Byng (Fort Garry), Gimli, Glenlawn (St. Vital), Grandin (Fort Garry), Great Falls, Gunton, Lac du Bonnet, Ladywood, Lundar, Pine Falls, Ravenscourt (Fort Garry), Riverton, Rosser, Stonewall, Stony Mountain, Ste. Agathe, St. Laurent, Teulon, Transcona, Tyndall, Warren, West Kildonan, Whitemouth, Woodlands, Winnipeg Beach.

**District No. 9**—City of Winnipeg.

2. That in each of the Districts Nos. 1 to 8 there be offered for competition each year two scholarships to be awarded to the student ranking first and the student ranking second respectively from the Schools of the District on the aggregate marks of the scholarship papers of the examination, the first scholarship to consist of \$50.00 from the Isbister Trust Revenue and remission of tuition fees by the University for one academic year in the Faculty of Arts and Science, or a monetary equivalent with respect to tuition in another faculty of the University; the second scholarship to consist of remission of tuition fees by the University for one academic year in the Faculty of Arts and Science or a monetary equivalent with respect to tuition in another faculty of the University.

3. That in District No. 9 there be offered for competition each year at the June examination of Second Level in the General Course eight scholarships, four of them consisting each of \$50.00 from the Isbister Trust Revenue and remission of tuition fees by the University for one academic year in the Faculty of Arts and Science or a monetary equivalent with respect to tuition in another Faculty of the University, to the four students ranking highest from the schools, preparatory institutions and affiliated colleges of the District on the aggregate marks of the entire examination, and four of them consisting each of remission of tuition fees by the University for one academic year in the Faculty of Arts and Science or a monetary equivalent with respect to tuition in another faculty of the University to the four students ranking next highest from the aforesaid schools, preparatory institutions and affiliated colleges on the aggregate marks of the entire examination.

4. That the money payment in connection with a first scholarship be made available in two moieties, on the first Monday in November and the first Monday in February respectively of the first annual session of the attendance of the winner at the University or an affiliated College after the award, provided the scholarship has not lapsed.

5. That a scholarship be not held to be forfeited if not taken advantage of during the University session immediately following the award but will, on due notice being given, be held over for one year, and may be further extended for cause at the discretion of the Board of Governors. If, however, no extension is granted, it will be held to have lapsed.

6. That the winner of a scholarship in any district be required before the scholarship is paid to him or the remission of fees thereunder accorded, to submit evidence that he has attended a school in the district for the greater part of the preceding school year, such evidence is to be in the form of a certificate to that effect from the principal of such school or an inspector of schools in the district.

## SCHOLARSHIPS

7. The amounts stated above for the cash payments in connection with Isbister Matriculation Scholarships are the maximum amounts which the payments will not, in any event, exceed. Owing to the depletion of the Isbister Trust Fund, and, until this fund has been completely restored, no assurance can, however, be given that the award of any of these scholarships, if made, will carry with it the payment of anything more than a nominal, if any, amount in cash.

8. The plan outlined above applies only to the June examination in each year conducted by the Manitoba High School Examination Board.

## MANITOBA DIAMOND JUBILEE PRIZE IN CANADIAN HISTORY

As a memorial of the sixtieth anniversary of the creation of the province of Manitoba and for the encouragement of the study of Canadian History in the high schools of the province, the publishers of the Diamond Jubilee Memorial volume have established a prize which for the present will be offered to the student obtaining the highest standing at the annual June Examination in Canadian History of Second Level. This prize amounting to Twenty Dollars (\$20.00) will be awarded each year by the University Council on the report of the examiners in History of the Manitoba Examination Board.

To be eligible for this award the candidate must have written a complete Second Level Departmental examination in all subjects required of him.

## IMPERIAL ORDER DAUGHTERS OF THE EMPIRE AWARDS

Below will be found an outline of different awards sponsored by various Chapters of the I.O.D.E.

### NORMAL SCHOOL

The following five awards are open each year to students in attendance at the Provincial Normal School.

#### 1—The Margaret Bayles Bursary—\$50.00

The William E. Gladstone Chapter, Imperial Order Daughters of the Empire, offers annually to a student in Normal School a bursary valued at \$50.00 to be known as the Margaret Bayles Bursary. The purpose of the award is to provide assistance each year to one student who otherwise would experience financial difficulty in completing Normal School training. Preference will be given to sons and daughters of service or ex-service men and women.

#### 2—Elizabeth M. Wilson-Smith Bursary—\$50.00

The Provincial Chapter Imperial Order Daughters of the Empire of Manitoba, offers annually to a student in attendance at the Normal School, an award to be known as the Elizabeth M. Wilson-Smith Bursary, value \$50.00. The purpose of the award is to encourage young teachers to become public-spirited citizens. The award will be made each year to the student in Normal School who, during the course, shows the keenest appreciation of individual responsibility and who develops the best qualities of leadership and who gives promise of being willing and able to apply such qualities in the community in which he or she will be serving.

## SCHOLARSHIPS

### 3—The Etta Mae Rorke Scholarship—\$50.00

This scholarship will be awarded annually by the Pilot Officer Selby Roger Henderson, D.F.C. and Bar Chapter, to a student in Normal School and will be based upon the financial need of the pupil and upon general proficiency. Preference will be given to children of service or ex-service men or women.

### 4—The Edith Rogers Bursary—\$50.00

This award is offered annually by the Edith Rogers Chapter to a student of rural Manitoba in the Normal School. The purpose is to encourage attention to the teaching of history, and the winner must have a high mark in Grade XII history. Consideration will be given to the student showing a willingness to assume responsibility, and requiring financial assistance.

### 5—The Red River Chapter Scholarship—\$50.00

This scholarship is to be awarded each year to a student of the Provincial Normal School, who, by co-operation in projects tending toward better social understanding, has demonstrated his possession of qualities of mind and heart which will fit him to become a competent and successful teacher of the subject of Citizenship in the schools of the Province. A further condition of the award will be a high standing in social studies, and financial need.

The above awards, tenable in the Normal School, will be awarded during the second term of the Normal School session. In determining the winners the selection committees will take into consideration the terms governing each award and the effectiveness of the student's work during the first term. The selection committees will be comprised of representatives of the respective chapters of the Imperial Order Daughters of the Empire and of the Normal School staff.

## OTHER I.O.D.E. AWARDS

The selection committees for determining the winners of the following awards will be set up by the Chapters of the I.O.D.E. sponsoring the respective awards.

### 1—The Margaret L. Hughes Bursary—\$50.00

Candidates for this award will be selected from those who are awarded the Governor-General's Medals. This award is tenable in First Year University of Manitoba, any of the affiliated colleges, Grade XII or Technical School. The I.O.D.E. will secure each year from the Department of Education a list of the Collegiate Institutes where the Governor-General's Medals will be awarded. All correspondence in connection with this award will be conducted by the I.O.D.E. and the principals of the Collegiates concerned.

### 2—Winnipeg Chapter Bursary

This bursary is available to a winner of the Governor-General's Medal who is registered for Grade XII or First Year University or where financial assistance is required. Preference will be given to sons or daughters of veterans of World War 1 or 2.

### 3—Seven Oaks Bursary—\$50.00

This bursary will be available to students resident in the Greater Winnipeg area who are completing Second Level and planning to proceed with work of Grade XII, or First Year in the University of Manitoba or Affiliated Colleges. Applications will be limited to one from each school and will be accepted for consideration on the recommendation of the principal. In making his recommendation the principal should consider the following factors:

## SCHOLARSHIPS

- (a) The high scholastic and personal standing of the applicant.
- (b) Only sons or daughters of service or ex-service men or women who were disabled in the recent war, or who made the supreme sacrifice, will be eligible to apply for this award.
- (c) Other things being equal, preference should be given where financial need is greatest.

### 4—The Eleanor McKay Bursary—\$50.00

The Eleanor McKay Chapter of the I.O.D.E. offers annually an award to be known as the Eleanor McKay Bursary. This bursary is open to students with Second Level standing, who in high school display qualities of high general proficiency and who wish to proceed to Grade XII or First Year University.

### 5—Minnie J. B. Campbell, O.B.E. Award

The Imperial Order Daughters of the Empire, Provincial Chapter of Manitoba, offer annually a gold medal and \$25.00, to the student of Second Level receiving the highest marks in English Literature on the June Examinations conducted by the Department of Education. This is known as the Minnie J. B. Campbell, O.B.E. Award. No applications are required in connection with this award.

## SCHOLARSHIPS SPONSORED BY THE DEPARTMENT OF EDUCATION AND THE UNIVERSITY OF MANITOBA

### The B. J. Hales Scholarships

This scholarship is offered by the Department of Education to students who wish to attend Normal School. The value of the scholarship will vary but will not exceed \$75.00 when students reside in Greater Winnipeg and \$200.00 when students reside elsewhere.

### The Roger Goulet Scholarships

These scholarships are offered by the Department of Education to students who wish to enter Second Level or Grade XII classes but have to leave home to do so. The number and value of the awards may vary from year to year. Announcement will be made annually in the Manitoba School Journal.

### Dr. Daniel McIntyre Music Scholarships

This scholarship is offered by the Department of Education and the University of Manitoba to enable students who are residents of rural Manitoba to continue the study of Music. The student to whom the scholarship is awarded may obtain a loan of \$325 per year for two years. After completing his course for each year that the student continues either in the employ of the Provincial Government or practises in rural Manitoba one fourth of the amount of the loan will be remitted.

### Dr. Robert Fletcher Scholarship

This scholarship is offered by the Department of Education to students who wish to take nursing training in hospital training schools or post graduate work, stenographer or secretarial courses, or any form of technical training or higher education which in the opinion of the Department will be of benefit to the student. The scholarship may be in the form of a limited amount of money as an outright gift or as a loan to students who agree to accept employment in the Civil Service of the Province. Each year that the recipient of the loan remains in the employ of the province 20% of the account of the loan will be remitted.

## SCHOLARSHIPS

**The Dr. W. A. McIntyre Scholarships** are offered by the Department of Education to teachers to assist them to attend Summer School.

**The Manitoba Education Scholarships** are offered to graduates of the University who wish to attend the Faculty of Education.

In awarding all of the above scholarships the standing of the student and his financial need will both be considered.

For further information about the Manitoba Scholarships and the Dr. Daniel McIntyre Scholarships write to the Registrar, The Department of Education, Winnipeg, or the Registrar, The University of Manitoba, Winnipeg.

For information regarding the Dr. W. A. McIntyre Memorial Scholarships, the B. J. Hales Scholarships, the Roger Goulet Scholarships or the Dr. Robert Fletcher Scholarships write to the Registrar of the Department of Education, Winnipeg.

For information and application forms for the Dr. David A. Stewart Memorial Scholarships write to the Secretary of the Minister of Health & Public Welfare, Room 103 Legislative Building, Winnipeg, or the Registrar, the University of Manitoba, Winnipeg.

### **The Manitoba Scholarships**

These scholarships are offered by the Department of Education and the University of Manitoba to students wishing to attend the University. The number and value of awards may vary from year to year. Announcements will be made in the Manitoba School Journal.

# **REGULATIONS REGARDING ENTRANCE TO NORMAL SCHOOL**

## **REGISTRATION**

Registration will take place Tuesday, September 6th, 1949, and all students must be in attendance on that date.

## **RESIDENCE**

All students will be required to live in residence at Normal School, Tuxedo Site, Winnipeg, unless they receive special permission from the Principal of the Normal School to reside elsewhere.

## **FEES**

The cost of board and lodgings is \$300.00 for the full term. The tuition fee is \$50.00. There is also a Students' Organization fee of \$5.00, which will be used to promote student activities, as determined by the Students' Organization, with the approval of the Principal. In addition, there is a caution fee of \$2.00 to cover any losses, breakages, etc. Any unexpended portion of this fee will be refunded to student. The above represents total fees of \$357.00.

Each student will be required to pay at least \$25.00 on account of tuition fees as soon as he is notified that his application for admission to Normal School has been accepted. The cheque should be made payable to the Department of Education and forwarded to the Bursar, Normal School Building, Tuxedo Site, Winnipeg. The balance of the fees will be paid at the Bursar's Office, Normal School Building, as follows:

\$75.00 on registration.  
\$52.00 November 1st.  
\$100.00 on registration for the second term.  
\$105.00 March 1st.

## **GENERAL INFORMATION**

1. Each applicant whose admission to Normal School classes has been approved by the Committee will receive early in August a letter of admission which must be handed to the principal on the opening day of the Session. The student will not be admitted without it and must report promptly or will forfeit his place. The Department must be notified immediately if he is unable to attend, in order that his place may be assigned to another applicant. This letter is not good for admission to any other session.

2. Students on entering Normal School will be tested on their knowledge of the subjects of the elementary school curriculum; namely, English, including Silent and Oral Reading, Grammar and Composition; Arithmetic, including Calculation, Mental Arithmetic and Problems; History, British and Canadian; and Geography. Any students who do not reach the required standard will be required to withdraw. Students should prepare themselves in advance for these tests.

## **NORMAL SCHOOL ADMISSION**

Instruction in Oral and Written English is an essential part of the Normal School training and throughout the course, students will be expected to show a high standard in both written and spoken English.

3. Success at Normal School will depend not only on academic knowledge, but also on personality and disposition.

4. It is the desire of the Department that as early as possible in the session any student who is not likely to be successful in the Normal School should be advised to withdraw in order that unnecessary expense may be avoided. This does not mean, however, that students completing the full year will necessarily receive a certificate. The Department reserves the right to require any student to withdraw at any time during the session.

5. During the first term of the session physicians, appointed by the Department, will conduct a medical examination of all students to determine their physical fitness for the teaching profession.

6. Students must be prepared to give all their time and energy to the work required by the School.

7. Every student must complete satisfactorily all courses prescribed by the Department of Education.

## **GRANTING OF TEACHING CERTIFICATES**

At the close of the Normal School course the Principal will submit a report to the Department of Education covering the progress of each student throughout the year. The matter of granting certificates will be determined by a committee on certification, after studying the Principal's report.

Before being granted a Permanent Teaching Certificate, teachers are required to comply with the regulations regarding Summer School courses, teaching experience and further academic or professional studies as prescribed by the Minister, and to secure the recommendation of the Inspector. Full information concerning the Certification of teachers is obtainable from the Registrar's Office, Department of Education, Legislative Building, Winnipeg.

## CORRESPONDENCE COURSES

### A. Courses offered by the Correspondence Branch of the Department of Education

#### Grades I-VIII

The Department of Education offers free correspondence instruction for pupils in Grade I-VIII living at least three and one-half miles from their nearest rural school provided that it is impossible for them to receive classroom instruction.

Lessons are also available, free of charge, to pupils in these grades who are unable to attend school on account of physical disability. It is expected that in such cases the local schools will assume responsibility for the correction of exercises and tests of pupils who live less than three and one-half miles from school.

Before an application can be accepted from a pupil in the elementary grades satisfactory arrangements must be made for some qualified person to act as his or her supervisor.

#### Grade IX

Correspondence courses are offered in the following subjects:

Spelling  
Literature  
Language  
History  
Mathematics  
Science  
Health  
Guidance  
French  
Latin  
Music  
Art

#### Senior High School

##### First Year

English I  
Social Studies I  
Mathematics I  
General Science I  
Health I  
Guidance I  
French I  
Latin I  
Art I  
Business Practice I  
British History I

##### Second and Third Years

French II  
Latin II  
Bookkeeping II  
Regional Geography II

##### Grade XII

Composition and Novel  
Drama and Poetry  
History  
Mathematics  
Chemistry\*  
Physics\*  
French  
Latin

\*Theory only.

The courses in Grade IX and in the Senior High School subjects are available to students who live in districts in which the local schools do not offer instruction in the work of the grades for which they wish to enrol and to those who are unable to attend school on account of physical disability or any other reason approved by the Department.

With the approval of their principal, students attending a secondary school who wish to study any of the above subjects not taught by their school may enrol for correspondence instruction in them.

## CORRESPONDENCE COURSES

### Fees for Courses

The fees for each year's work in Grades IX and First Year Senior High School respectively, are as follows:

Registration.....	One Dollar
Lessons.....	Five Dollars
Correction of Tests and Term Examinations.....	Ten Dollars

All fees for resident Grade IX students attending school must be paid by the School District (Public School Act, Sec. 161 (t), but the fees for Grade IX home study students and all Senior High School students must be paid by such students or their parents.

Except in very special cases requiring Departmental approval, Grade IX tests and term examinations must be corrected by the teacher of the local school. In most cases all the tests and term examinations written by First Year Senior High School students will be corrected by the Correspondence Branch, but properly qualified teachers may correct some of this work if granted permission to do so by the Department.

To assist rural teachers who are responsible for Grade IX instruction, correspondence lessons are available at a fee of Five Dollars.

The fee charged for a complete Grade XIII course, except Practical Chemistry and Practical Physics, is Fifty-one Dollars. The work in Practical Chemistry and Practical Physics must be taken at Summer School or in a school properly equipped to give instruction in the Grade XII practical sciences. A scale of fees for individual subjects will be supplied on request.

*Full information concerning all correspondence courses offered by the Department may be obtained by writing the Director of Correspondence Instruction, Department of Education, Winnipeg, Manitoba. The Grade or Grades for which information is desired must be stated.*

### B. Home Study Courses offered by the Technical Branch of the Department of Education.

**Note:** These are the regular courses offered by top-ranking correspondence schools, but by taking them through the Technical Branch the student saves fifty per cent of the cost.

## COURSES

### Section

- I. 1. Architecture  
2. Contracting and Building  
3. Practical Plumbing
- II. 1. Air Conditioning and Refrigeration  
2. Air Conditioning and Refrigeration Maintenance  
3. Refrigeration Maintenance
- III. 1. Automotive Engineering  
2. Special Automobile Construction Course
- IV. 1. Practical Aviation  
2. Aviation Drafting and Design  
3. Aircraft Maintenance
- V. 1. Diesel Engineering  
2. Diesel-Electric Maintenance  
3. Diesel Maintenance

## CORRESPONDENCE COURSES

- VI. 1. Drafting and Design for the Building Lines (Architectural-Structural)  
2. Sheet Metal Pattern Drafting
- VII. 1. Drafting and Design for Machinery and Equipment (Automotive-Diesel-Mechanical-Electrical)
- VIII. 1. Electrical Engineering  
2. Special Electrician's Course  
3. Practical Electricity
- IX. 1. Industrial Electronics
- X. 1. Radio
- XI. 1. Mechanical Engineering  
2. Better Foremanship  
3. Shop Management  
4. Tool Making  
5. Machine Blueprint Reading  
6. Pattern and Foundry Work  
7. Machine Shop Operations
- XII. 1. Plastics Engineering
- XIII. 1. Mathematics (with Slide Rule)
- XIV. 1. Commerce Subjects
- XV. 1. Foods  
2. Home Management
- XVI. Commercial Art
- XVII. Cookery
- XVIII. Dressmaking
- XIX. Photography
- XX. Printing:  
1. Regular Job Course  
2. Regular News Course
- XXI. Practical Milling
- XXII. Steam Engineering:  
1. Provisional Course  
2. Third Class Course  
3. Second Class Course  
4. First Class Course
- XXIII. Business Courses:  
1. Shorthand  
2. Typewriting  
3. Bookkeeping  
4. Business English

High School Principals are asked to bring these courses to the attention of their students. More detailed information may be obtained by writing to: Technical Education Branch, Manitoba Department of Education, Portage Avenue and Wall Street, Winnipeg, Manitoba.

# GRADE XII 1949-50

(For students completing the unrevised courses.)

## Normal Entrance Course

	Units
Compulsory Subjects—English A, B.....	4
Elective Subjects.....	16
Total required.....	<u>20</u>

## †Electives

	Units
Practical Arithmetic or Mathematics A, B.....	4
Chemistry.....	4
Physics.....	4
French A, B or French Option C, D.....	4
Latin A and B.....	4
German A and B.....	4
Home Economics.....	2
General Shop.....	2
Music Option.....	4
History A.....	4
Geography.....	4

†Prospective University students must take at least one foreign language from the electives. See also University Senior Matriculation.

## Credit for Grade XII Home Economics

Four units of credit may be earned in Grade XII Home Economics provided the following conditions are met:

(a) standing in Grade X Biology, Grades X and XI Home Economics, Grades XI and XII Chemistry and Grade XII Home Economics.

OR

(b) standing in Grade X Biology, Grade XI Physics, Grades XI and XII Chemistry and Grade XII Home Economics.

## University Credit for Grade XII

Students who have Matriculation standing on their record of Grades X and XI may receive credit on the Junior Division in Arts and Science for Grade XII subjects as follows:

For Mathematics (Algebra, Geometry, Trigonometry), Mathematics I (4 units); for English, English I (4 units); for Physics, Physics I (4 units); for Chemistry, Chemistry I (4 units); for French, French I (4 units); for Latin, Latin I (4 units); for German, German I (4 units); for History A (Modern), History I (4 units). Not more than twenty University units of credit (i.e., credit for five four-unit courses) may be earned in this way.

In order to obtain University standing a student must in one year through the June, August or Summer School examinations obtain standing in at least three subjects of the course. A student, however, may accumulate credits by subjects with the Department of Education and when he has obtained Departmental standing in all subjects of a Grade XII course, he may obtain University credit for it.

## GRADE XII, 1949

### University Senior Matriculation

Students desiring University credit on Grade XII work should select their subjects in accordance with University requirements. At least one foreign language must be chosen from the electives.

The following choice of courses is advised:

#### For Arts—

English  
Mathematics  
A language: French, German or Latin  
Two of the following: History, Physics, Chemistry, Music  
Option, a language or languages not already taken

#### For Science, Medicine, Pharmacy or Engineering—

English  
Mathematics  
A language: French, German or Latin  
Physics  
Chemistry

#### For Law—

(As for Arts or for Science)

#### For Architecture—

English  
Mathematics  
A language: French (preferably), German or Latin  
Physics  
History or Chemistry

A student who has taken Grade XII with a view to proceeding thereafter to Science, Engineering, Pharmacy or Medicine and has not taken both Physics and Chemistry will find himself under serious handicap unless in the interval between his study of Grade XII and the beginning of his University work or his Pharmacy apprenticeship he makes up the deficiency in the science omitted, by means of a Summer School course therein or other supplementary means.

The old Grade XII Mathematics course in Algebra and Analytical Geometry only is not accepted by the University as a satisfactory prerequisite for Mathematics II of Arts and Science or the Mathematics of the First Year in either Engineering or Architecture.

Grade XII Algebra, Geometry, Trigonometry of the old course carry only four units of University credit.

On the recommendation of the Principal students may divide the work of the Grade and spend more than one year on it.

Examinations are conducted in June under the jurisdiction of the Manitoba High School Examination Board, a committee representing the Department and the University of Manitoba.

Supplemental examinations based on the courses prescribed for the preceding year will be conducted in August. Unless otherwise arranged these examinations will be held at the secondary schools in the province except in Greater Winnipeg, where they will be held at a centre to be arranged by the Department.

The regulations governing these examinations will be announced in the Manitoba School Journal and printed on the August application forms.

## GRADE XII, 1949

### Laboratory Work in Science XII and Science Note Books

Each student must take part in at least fifteen of the "obligatory" experiments in Chemistry and fifteen experiments in Physics.

"Demonstration" experiments must not be counted to make up the required number.

These experiments as well as the "demonstration" experiments performed by the instructor must be described in an approved form in a laboratory note book kept by each student. The date on which each experiment was performed must be shown and the "demonstration" experiments must be plainly marked as such. These note books must be available at all times for examination by the Inspector.

The Principal or Science Master must certify that each laboratory note book contains reports only of experiments in which the student has actually participated. Gummed certificate forms which may be obtained by writing to the Registrar of the Department of Education, Winnipeg, should be used for this purpose.

Practical tests may be conducted by examiners appointed by the Department of Education at any time after April 1st.

The examiners will decide whether the candidates pass or fail, taking into account the following:

- A. The technique of manipulation of:
  - (a) Glassware, corks, etc.
  - (b) Bunsen burners and spirit lamps and their flames
  - (c) Test tubes and beakers re boiling, filtering, transferring liquids, etc.
  - (d) Re-agent bottles
  - (e) Gas collection
- B. The use of small quantities in proper proportions in experimental work
- C. The precautions to avoid contamination
- D. The care of equipment
- E. The storage and care of re-agents
- F. The recognition of typical qualitative analysis precipitates, flame colors, beads, etc.
- G. The pupil's knowledge of what to do in case of accident

Every laboratory should be equipped with first-aid kit, wash-bottle of dilute sodium bicarbonate, fire extinguisher, and sand box.

"In case they should be required by the examiners, the practical science note books in Physics and Chemistry of Grades XI and XII must be available on demand of the Department of Education until the results of examinations have been officially issued. Candidates must be told by the teacher that the Department may ask for them at the home address given on their application forms."

### SUBJECTS AND TEXTS

Arithmetic (XII) . . . . .  
A Commercial Arithmetic for Secondary Schools: *Batstone*.....

## GRADE XII, 1949

### English (XII) . . . . .

*English A—Composition and Novel:* . . . . .

1. Pride and Prejudice (Pocket Book edition): *Austen*.....

2. The Return of the Native: *Hardy*.....  
or Adam Bede: *Eliot*.....

3. A Book of Good Essays: *Seeley*.....

*English B—Poetry and Drama:* . . . . .

*Poetry*—A Selection of English Poetry: *MacDonald, Walker*.....

*Drama*—1. Romeo and Juliet: *Shakespeare*.....

2. Arms and the Man: *Shaw*.....

3. Any two of the following from Three Modern  
Plays (*Dent*)

(a) The Dover Road: *A. A. Milne*.....

(b) Hay Fever: *Noel Coward*.....

(c) Journey's End: *R. C. Sheriff*.....

Prices of reference books may be obtained from the Manitoba Text Book Bureau. They include transportation charges to any point within the province, and are subject to discount when purchases are made collectively by the School Board. Because markets are fluctuating, these prices are subject to change.

### *Optional English:*

This course has been discontinued. Students may secure the same credit by taking the correspondence courses in English II with the University of Manitoba. Write to the Registrar of the University for details about the course.

### French (XII) A . . . . .

Cours Moyen de Français: *Travis and Travis*.....

or Senior French: *O'Brien and La France* .....

Colomba: *Merimée*.....

French Short Stories, either the present text edited by:

*Hills and Holbrook*.....

or the new edition by: *Humphreys*.....

### *Optional French, C and D:*

Write to the Department of Education, Legislative Building, Winnipeg, for outline.

### General Shop (XII) . . . . .

### Geography (XII) . . . . .

Principles of Human Geography, 5th edition: *Huntington*.....

### German (XII) A and B . . . . .

A Second German Book: *Betz and Holzwarth*.....

Hannelore Erlbet Die Groszstadt: *Hohrath*.....

### History (XII)—History Since 1500 . . . . .

*Any one of*

Modern Europe: *New and Trotter*.....

History of Civilization, our Own Age: *Beard, Robinson, Smith*....

A Survey of European History, 1500 A.D. to the Present:

*Ferguson and Bruun*.....

## GRADE XII, 1949

### History (XII) B . . . . .

This course has been discontinued. Students may secure the same credit by taking the correspondence course in History II with the University of Manitoba. Write to the Registrar of the University for details about the course.

### Home Economics . . . . .

### Latin (XII) . . . . .

Latin Prose and Poetry: *Bonney and Niddrie*.....  
Latin Prose Composition: *Bonney and Niddrie*.....

### Mathematics (XII) . . . . .

A First Year of College Mathematics: *Brink*.....

### Music Option . . . . .

### Science (XII) . . . . .

*Chemistry:* . . . . .  
Introduction to College Chemistry: *McPherson-Henderson et al.*  
Outline of Experimental Work in Practical Chemistry for  
Grade XII: *Moore*.....

### Physics . . . . .

New Practical Physics: *Black and Davis*.....  
Outline of Experimental Work in Practical Physics for  
Grade XII: *Knapp*.....

## REFERENCE BOOKS

### English . . . . .

Creative English: *Brown*.....  
Correct English, Second Course: *Tanner*.....  
Composition for College Students: *Thomas Manchester and Scott*  
Living by the Pen: *Cecil Hunt* (Out of print).....  
A History of English Literature by any of the following authors:  
*Buchan, Legions and Cazamian, Broadus, Long*.  
Writing and Thinking: *Foerster and Steadman*, (Houghton,  
Mifflin).....

Understanding Poetry: *Brooks and Warren*, (Clark Irwin).....  
Better Reading II Literature: *Blair and Gerber*, (Ginn and Co.)  
The Study of English Literature: *Cowarding and More*, (Holt).  
(See also Reference Books English II)

### Geography . . . . .

Principles of Human Geography: *Huntington and Cushing*.....

### History . . . . .

The Story of Modern Europe: *Riley*.....  
Erasmus: *P. Smith*.....  
The Renaissance, the Protestant Revolution and the Catholic  
Reformation: *Hulme*.....  
Calvin and the Reformation: *MacKinnon*.....  
The History of Science: *Dumpeer*.....  
Louis XIV: *Bertrand*.....

## GRADE XII, 1949

### Latin . . . . .

#### Grammars—

- New Latin Grammar: *Allen and Greenough*.....  
New Latin Grammar: *Bennett*.....

#### Factual Information on Roman Life—

- Rome and the Romans: *Grant Showerman*.....  
A Day in Old Rome: *W. S. Davis*.....  
Private Life of the Romans: *H. W. Johnston*.....  
†Everyday Life in Rome: *Treble and King*.....  
Everyday Life in Roman Britain: *Marjorie and C. H. B. Quennell* (Out of print).....  
Roman Britain: *R. G. Collingwood*.....  
The Grandeur That Was Rome: *J. C. Stobart*.....  
Companion to Roman History: *H. S. Jones*.....  
Life in the Roman World of Nero and St. Paul: *T. G. Tucker* (Out of print).....  
Virgil (Our Debt to Greece and Rome Series): *Mackail*.....

#### Fiction on Roman Life and History—

- Last Days of Pompeii: *Bulwer-Lytton*.....  
A Friend of Caesar: *W. S. Davis*.....  
Quo Vadis: *H. Sienkiewicz*.....  
For Freedom and for Gaul: *Paul L. Anderson* (Out of print).  
A Slave of Catiline: *Paul L. Anderson* (Out of print).  
Swords in the North: *Paul L. Anderson* (Out of print).  
With the Eagles: *Paul L. Anderson* (Out of print).  
The Standard Bearer: *A. C. Whitehead*.....

#### Classical Mythology—

- Classic Myths in English Literature: *Chas. M. Gayley*.....  
Classical Myths that Live Today, Revised and Enlarged Edition: *Frances E. Sabin*.....  
Myths of Greece and Rome, Illustrated Edition: *Helen Guerber*.....

#### Teaching Methods—

- Teaching First-Year Latin: *Hill, Seeger and Winch*.....  
Teaching High School Latin: *Josiah B. Game* (Out of print).....

#### Etymology and Derivation—

- Latin Words of Common English: *E. L. Johnson*.....

#### Supplementary Reading in Latin—

- A New Latin Primer: *Maxey and Fay*.....  
The Fables of Orbilius: *A. D. Godley* Part I.....  
Part II.....  
Easy Latin—A Reader for Beginners: *J. W. Scudder*.....  
Arva Latina—Simple Stories Told in Classical Latin, Book I: *G. T. Atkinson*.....  
Mirabilia: *Chas. D. Olive*.....  
Fabulae Faciles—First Latin Reading Book: *F. Ritchie*.....

†This is an excellent introductory book on Roman life and manners which teachers will find useful.

## GRADE XII, 1949

### *Periodicals—*

- The Classical Outlook—Published by the American Classical League, at New York University, New York. Subscription.  
The Classical Journal: *F. S. Dunham*, University of Michigan, Ann Arbor, Michigan. Subscription.....  
These books and periodicals may be obtained from The Manitoba Text Book Bureau, 146 Notre Dame Avenue East, Winnipeg.

### Records (See English II)

## COURSES OF STUDY

### ARITHMETIC XII

A Commercial Arithmetic (omitting pages 175 to 225): *Batstone*

### ENGLISH XII

#### A—*Novel and Essays:*

Study—(1) *Pride and Prejudice*

(2) *The Return of the Native* or *Adam Bede*

(3) The following selections from A Book of Good Essays: *Seeley*

- My Country: *Bruce Hutchison*  
An Outline of Un-natural History: *Dan McCowan*  
Belated Protest: *Nora Lewis*  
Britain the Citadel: *Mathew H. Halton*  
The Miracle Has Flowered: *Gregory Clark*  
After Dieppe: *Ross Munro*  
Bushel for Bushel: *Peter McArthur*  
Some Advice to Writers: *Robert Littell*  
On Plymouth Hoe: *Dorothy Thomson*  
The English Character: *Robert Gordon Menzies*  
The Art of the Essay: *Alexander Smith*  
A Sacred Mountain: *G. L. Dickinson*  
One of Our Conquerors: *Ivor Brown*  
Lenten Fare: *Robert Lynd*  
Dudley and Gilderoy: *Algernon Blackwood*  
The Lord of Life: *E. V. Lucas*  
About Bathrooms: *A. P. Herbert*  
An Immortal Name: *A. A. Milne*  
Water Music: *Aldous Huxley*  
First Snow: *J. B. Priestley*  
Other People's Lives: *Winifred Holtby*  
The Story of the Universe: *Sir Arthur Stanley Eddington*

#### B—*Poetry:*

Study the following selections from: A Selection of English Poetry,  
(*Macdonald and Walker*).

## GRADE XII, 1949

*William Wordsworth* (1770-1850) (444)

1. The Prelude, From Book I, 401-75 (288-414)
2. Expostulation and Reply (147-382)
3. The Tables Turned (148-383)
4. Lines Written in Early Spring (58-362)
5. Lines . . . Tintern Abbey (242-407)
6. I Wandered Lonely as a Cloud (213-399)
7. The Solitary Reaper (214-399)
8. Michael (14-353)
9. It is Not to be Thought of (175-391)
10. London 1802 (249-408)
11. The World is Too Much With Us (337-430)
12. O Friend! I Know Not (336-430)

*Alfred Tennyson* (1809-1892) (37)

13. The Lady of Shalott (270-413)
14. Oenone (314-424)
15. I Envy Not—(231-405)
16. Oh, yet we trust—(325-426)

*Robert Browning* (1812-1889) (434)

17. Marching Along (121-376)
18. Give a Rouse (208-397)
19. Boot and Saddle (208-397)
20. Home Thoughts from Abroad (136-379)
21. Up at a Villa—Down in the City (199-395)
22. A Grammarian's Funeral (344-431)
23. Rabbi Ben Ezra (254-409)
24. Andrea del Sarto (338-431)
25. Prospice (221-401)

*Matthew Arnold* (1822-88) (433)

26. Quiet Work (336-429)
27. Requiescat (312-423)
28. Dover Beach (328-427)

*Thomas Hardy* (1840-1928) (437)

29. When I Set Out for Lyonesse (219-401)
30. The Oxen (321-425)
31. To the Moon (321-425)
32. In Time of the Breaking of Nations (211-398)

*Siegfried Sassoon* (1886- ) (441)

33. Memorial Tablet (218-400)
34. Everyone Sang (218-400)

*Wilfred Owen* (1895-1918) (440)

35. Dulce et Decorum Est (302-420)

*T. S. Eliot* (1888- ) (436)

36. The Journey of the Magi (253-409)

*Cecil Day Lewis* (1904- ) (435)

37. In These Our Winter Days (234-406)
38. What Do We Ask For Then (211-398)
39. I've Heard Them Lifting (309-423)

## GRADE XII, 1949

### (b) *Creative Expression*

Students should also develop the ability to express their own experiences, ideas and emotions. With some pupils the expression may take the form of original poems, short stories or one-act plays. With others it may be a sincere, vivid relating of personal experiences or of observations from their every-day environment; comments, either oral or written, that reveal creative thinking about their reading; or a re-creation of a story in dramatic form. Although the particular form of expression and the level of attainment will differ, the aim is the same for every pupil, namely, that through the programme in expression he may "clarify his own thinking . . . stimulate his imagination and find an outlet for his thoughts and feelings." (Basis Aims for English Instruction).

### Composition XII

The objective of teaching composition in Grade XII should be the development of an ability to write short essays or themes (assignments such as in History or English) readily and satisfactorily. There is no authorized text-book, but reference may be made to the Grade XI text-books or to any other good composition text. The examination in June, 1950, will require the writing of a 400 word essay on one of a group of given topics.

Reference Text:

Writing and Thinking: *Foerster and Steadman*.

## FRENCH

### Aims and Objectives:

1. To read and understand simple continuous French prose
2. To understand simple French spoken slowly
3. To express oneself in simple French, spoken and written
4. To know France and its people, French Canada and our French fellow Canadians whose native tongue is French

These aims are set forth as the immediate objectives of the Senior High School French Course in Manitoba. A guiding principle in their selection has been that a good aim should be attainable by a majority of pupils.

### Procedure—

Aim I.—In order to develop to the point of enjoyment, the ability to read the French language, there must be available an abundance of reading material of graded difficulty. The programme in Reading will be divided under three headings:

(a) *Intensive Reading*—to be read and studied for exact translation in class.

(b) *Extensive Reading*—supervised silent reading of simpler material than that assigned for (a)—to be read for comprehension and not with a view to translation into English.

(c) *Supplementary Reading*—to be read out of class. This reading should be pleasurable and there should be considerable freedom of choice on the part of the student.

Aim II.—To make this aim attainable, the teacher must use *some* oral French in the classroom.

Aim III.—The prescribed text determines, to a large extent, the procedure in the matter of written work; the teacher must assume the responsibility for adequate oral practice.

## GRADE XII, 1949

Aim IV.—High School students of French will add to the knowledge already acquired of France, her people and civilization. In addition, they should be encouraged to learn more of French Canada, its people, geography, history and customs. The books in the Reference List, some of which should be in every High School Library, will be found helpful in working towards this fourth aim.

### French XII

#### Grammar

Cours Moyen de Français: *Travis* and *Travis*—Chapter 16 to end.  
or Senior French: *O'Brien* and *La France*—Complete the text.

#### Required Reading

“Colomba”: Merimée.

Intensive: Chapters 1, 2, 3, 5, 6, 9, 11, 15, 17.

Extensive: Chapters 4, 7, 8, 10, 12, 13, 14, 16, 18-21.

“French Short Stories”: ed. Hills, Holbrook and Humphries.

Intensive: *Les Etoiles*, *La Parure*, *La Peur*, *L'Attaque du Moulin*.

Extensive: *La Montre de Doyen*, *Les Vices du Capitaine*, *L'Aventure de Walter Schnaffs*, *La Ficelle*.

#### Examination:

The entire course will be covered by one paper. With the exception of 10 marks given for translation from the Intensive Reading, all the translation will be at sight. The content of all the prescribed reading, intensive and extensive, will be tested by short questions to be answered in English.

### FRENCH LANGUAGE OPTION

If this course is to be offered, the Principal of the School should write to the Department of Education for Outlines.

### GENERAL SHOP

A syllabus for this work will be furnished by the Inspector of Technical Schools, Manitoba Technical Inst.

### GEOGRAPHY

#### Geography XII

A study of the text:

Teachers should read Human Geography: *Brunhes*

### GERMAN

(Authors and Practice)

Betz & Holzwarth: *Second German Book* (whole text). Hohrath, *Hannelore erlebt die Groszstadt*.

It is expected that as much oral and written work as possible be done throughout the year, particularly with the reading selections in Part I of the *Second German Book*.

## GUIDANCE

(See the New Programme of Studies)

### Principles and Techniques of Guidance

1—The purpose of guidance is to assist the individual through counsel to make wise choice, adjustments, and interpretations in connection with critical situations in his life in such a way as to ensure continual growth in ability for self-direction. This is done, in general, through (1) information that he is helped to secure; (2) habits, techniques, attitudes, ideals, and interests that he is helped to develop; and (3) wise counsel, by which direct assistance is given him to make the choices, adjustments, and interpretations.—Arthur J. Jones in *Principles of Guidance*.

2—The fundamental assumptions upon which guidance is based are:

1. The differences between individuals in native capacity, abilities, and interests are significant. An individual's educational progress and his vocational outlook are in part dependent upon these differences. If the individual can attain a clear realization of his own potentialities, his chances of adjustment are enhanced.
2. Native abilities are not usually specialized. The majority of individuals have abilities, as far as native endowment is concerned, that will make it possible for them to be equally successful in any one of several related occupations.
3. Many important crises cannot be successfully met by young people without assistance.
4. The school is in a strategic position to give the assistance needed.
5. Guidance is not prescriptive, but aims at progressive ability for self-guidance.

### 3—Techniques of Guidance

A—A modern program of guidance in secondary schools should include as a minimum:

1. Courses in occupational information in Grades VII to IX.
2. Special educational guidance in, or before the end of, the ninth grade to assist students in high school course selection.
3. Occupational counselling in Grade X to XII.
4. Diagnosis and remedial treatment of educational, social, and personal difficulties in all grades.
5. Discussion of problems of further educational at strategic levels.

B—Guidance should be offered on the basis of adequate collection, analysis, and synthesis of pertinent information obtained through, (a) cumulative records; (b) tests of various kinds, both informal and standardized; and (c) well organized case studies.

C—Guidance should be offered at all levels by adequately trained individuals in the person of:

1. The classroom teacher.
2. Principals.
3. Teachers who have had some specialized training in specific areas.
4. Where the administrative organization warrants it, full time and fully trained counsellors.

*and*

4—Guidance counselling is essentially a face to face individualized procedure. At the same time, there are many areas of guidance where group techniques are appropriate.

## GRADE XII, 1949

### Bibliography

1. Jones, A. J.; *Principles of Guidance*. New York, The McGraw-Hill Book Co., 1945. Price \$4.70.
2. Meyers, George E.; *Principles and Techniques of Vocational Guidance*. New York, The McGraw-Hill Book Co., 1941. Price \$4.00.
3. Darley, John G.; *Testing and Counselling in the High School Guidance Program*. Chicago, Science Research Associates, 1943.
4. Williamson, E. G., and Hahn, M. E.; *Introductions to High School Counselling*. New York, McGraw-Hill Book Co., 1940. Price \$4.00.
5. Germaine, C. E., and Germaine, E. B.; *Personnel Work in High School*. New York, Silver Burdett Co., 1941. Price \$3.00.
6. The Vocational Guidance Centre, Toronto. *Vocational Information Service*.

## HISTORY

### HISTORY XII

#### A—1500-1789

In this section it is not intended that students should be expected to acquire a detailed knowledge of Europe from 1500 to 1789. The development of European history during these years should be presented in broad outline only. It is further suggested that two months of instruction be given to the study of this period, a minimum of one week to each sub-section.

#### 1—Beginnings of the Modern World

The headings in this section should be covered briefly by way of introduction; but the student should understand how capitalism arose and why it was effective in causing changes in the religious and social order.

- (1) Characteristics of the Renaissance
- (2) Exploration and Commerce Overseas
- (3) The Rise of Capitalism

(Students should note the geographical significance of such places as Venice, Genoa, Lisbon, Cadiz, Antwerp, Amsterdam, London).

#### 2—The Reformation

Note the disruption of the old European order; how Protestantism affected royal authority; the revival of Catholic zeal.

- (1) The Protestant Reformation
  - (a) Doctrines and personalities
  - (b) Effects, political and religious
- (2) The Catholic Reformation
  - (a) The Humanistic Reformers
  - (b) The missionary movement.
  - (c) The Counter Reformation and the Council of Trent

#### 3—The Struggle Against Royal Absolutism

Care should be taken not to become involved in the details of the struggle for parliamentary government in England. Note the part religion played in this contest of absolutism and self-government.

- (1) The Revolt of the Netherlands
- (2) The English Revolt Against Absolutism
  - (a) The struggle for national independence under the Tudors
  - (b) The struggle for parliamentary government under the Stuarts

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### 4—The Victory of Royal Absolutism

Note the difference in outcome, in England and on the Continent, of the struggle which the rise of absolute monarchy caused.

- (1) The defeat of Protestantism in France
- (2) The victory of royal absolutism in France
- (3) Absolute monarchy in Spain, Italy, Germany and Russia

### 5—The Rivalries of the Colonial Powers

The areas of colonial conflict should be the centres of interest in this section; the West Indies, the East Indies and North America. (This calls for the use of maps.) The student should acquire a knowledge of the principles and practice of mercantilism.

- (1) The decline of the Spanish and Portuguese Empires
- (2) The Anglo-French struggle for Empire
- (3) The Anglo-Dutch rivalry
- (4) The Revolt of the American Colonies

### 6—The Age of Reason

Here the emphasis will be placed on the importance of the scientific method; the material furnished in the text will be used by way of illustration and example. Leading ideas only, such as natural law, should be taught in discussing the enlightenment.

- (1) The Birth of Modern Science
  - (a) The discovery of the scientific method (Astronomy, Medicine)
- (2) The Enlightenment
  - (a) Natural law
  - (b) The idea of progress
  - (c) Religious toleration
  - (d) Political reform
    - (i) Enlightened despotism
    - (ii) Democracy
- (3) The Social and Political Order (See Beard, Robinson and Smith)
  - (a) The peasantry
  - (b) The bourgeoisie and artisans
  - (c) The nobility
  - (d) Authority
    - (i) The Monarchy
    - (ii) The Church
  - (e) Liberty
    - (i) Parliamentary government
    - (ii) The Protestant sects in England

## B—1789-1914 (Three Months Suggested)

### 1—The French Revolution

Since the purpose of the course is to give an understanding of world movements, the student should not be expected to study the events of the French Revolution in detail, but should know the causes of the Revolution, the ideas that it spread, and the influence of Napoleon on European affairs. The student should know the geographical area controlled by Napoleon at the height of his power.

## GRADE XII, 1949

### 2—The Conservative Reaction

- (1) The Settlement of Europe after 1815
- (2) The Congress of Vienna
- (3) The Concert of Europe
- (4) The Quadruple Alliance and Congress System

### 3—Liberalism and Nationalism—1830 to 1870

This section should include the broad outlines of the movement for:

- (1) Unification in Italy and Germany
- (2) The Independence of the Subject-Peoples in Austria
- (3) The Struggle for Democracy in France
- (4) The Dismemberment of the Turkish Empire in Europe

*Note*—Places referred to in Sections II and III should not be names on your map. Students should be able to locate these on a map.

### 4—Industrial Progress and its Effects on States and Individuals

- (1) Inventions in Spinning, Weaving, Power, Transportation
- (2) In England, France, Germany, Russia and the Balkans
- (3) Results
  - (a) Economic:  
Factory System, women and children in industry; Further inventions (electricity), etc. Agriculture; Science in industry, in war, Communication.
  - (b) Political:  
Free Enterprise; Capitalism; Collective Bargaining; Socialism (Robert Owen, Louis Blanc, Karl Marx, Lenin); The Press.
  - (c) Social:  
Increase in Population; Growth of Manufacturing Towns; Social Legislation; Health; Homes, etc.

### 5—Intellectual Progress

No course in Nineteenth Century Europe is complete without some acquaintance with Religious, Literary, Artistic and Scientific trends of the period. These are international. The student should be encouraged to read as much biographical material as possible.

- (1) Religion—The waning influence of the Church in land, government, education and morals
- (2) Literature—Goethe, Shelley, Tolstoi, Dostoievski, Darwin, Dickens
- (3) Science—Jenner, Faraday, Lister, Pasteur, Darwin and Marconi

### 6—The Great Powers—1870 to 1914

- (1) Great Britain
  - (a) British Empire in 1871—extent, now acquired, political development to 1914
  - (b) British expansion and influence after 1871 in Africa, Asia
- (2) Germany, France, Russia (1856 to 1914); Italy, Japan (1854 to 1914).  
These should be studied much the same way as Great Britain.
- (3) Triple Alliance and Triple Entente
  - (a) Factors which produced the Triple Alliance
  - (b) Factors which produced the Triple Entente
  - (c) International Crisis (1905 to 1914)
- (4) Basic Causes of World War I
  - (a) Imperialistic rivalries
  - (b) Growth of Armaments
  - (c) Subject nationalities

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### C—1918 to the Present

The events and course of World War I should be covered by the student in general reading. The section, 1918 to the present time, should be studied carefully. A minimum of three months is suggested.

#### 1—Peace Settlement—1919 to 1923

- (1) Organization of the Peace Conference
- (2) The Conflict between Ideals and Realities  
The Principles carried out
- (3) The Treaty of Versailles
- (4) Settlement with other Belligerents
- (5) Appraisal of the Peace Settlement and How it was received by the Powers—Victors and Vanquished

*Note*—Places referred to in Section III and IV should not be names only. Students should be able to locate these on a map.

#### 2—Attempts of the Nations to get Security and Maintain Peace by Collective Action

(1) By the League of Nations and World Court. This should include the general organization of the League; the different types of work it did; how it could settle disputes and deal with an aggressor; and a sample of each type of its early successes.

- (2) By alliances and peace pacts—  
Alliances to include:
  - (a) French alliances
  - (b) The Little EntentePeace pacts to include:
  - (a) Draft Treaty of Mutual Assistance
  - (b) Geneva Protocol
  - (c) Locarno Treaties
  - (d) The Kellogg-Briand Pact
- (3) By Naval Disarmament
- (4) By Disarmament on Land

#### 3—Economic Factors in the Post-War World

- (1) Reparations and War Debts
- (2) Germany's Financial Collapse and Recovery
- (3) Depression of 1929. Attempts to find a way out
- (4) Economic and Social Trends in the World Today (New and Trotter)

#### 4—Dictatorship in the Modern World

In studying this topic, the student should look for basic differences in the dictatorships studied.

- (1) Russia—A Communist Dictatorship
  - (a) Form of government—The Party State
  - (b) The Constitution of 1936—To what extent was this democratic?
  - (c) Leaders—Lenin, Trotsky, Stalin
  - (d) Changes in economic policy—  
Period of socialization—the New Economic policy, 1921—1st Five Year plan, 1928—2nd Five Year plan.
  - (e) Soviet education
  - (f) Attitude toward religion
  - (g) Soviet foreign policy
- (2) Italy—A Fascist Dictatorship
  - (a) Conditions in Italy after World War I
  - (b) Rise of Mussolini
  - (c) Type of government established
  - (d) Domestic policy
  - (e) Foreign policy of Italy under Fascist rule

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- (3) Germany—A Nazi Dictatorship
- (a) Democratic republic—The Weimar Constitution
  - (b) German inflation and political consequences
  - (c) Depression and the rise of National Socialism—Nazi principles and party organization
  - (d) Circumstances under which Hitler became Chancellor—1933
  - (e) Nazi measures of suppression within Germany. The Nazi Programme

### 5—The Democratic Way of Life, Contrasted with the Totalitarian Way of Life on Such Points as:

- (1) Parties
- (2) The Press
- (3) Trade Unions
- (4) Religion

### 6—The Break-up of the Peace Settlement

- (1) Japanese Aggression in Manchuria
- (2) Italian Aggression in Ethiopia
- (3) German Aggression in Europe

### 7—The Plan for World Peace Through the United Nations Organization

## HOME MAKING, GENERAL SHOPS AND OCCUPATIONAL INFORMATION

Outlines for these courses may be obtained from the Inspector of Technical Schools, Manitoba Technical Institute, Winnipeg.

The courses should be planned as three year courses and a maximum of one half day per week should be spent on them.

## LATIN

One paper will be set for the final examinations, including (a) passages for translation from the prescribed authors, (b) questions on the grammar, syntax, and subject matter of the passages set from the prescribed authors, (c) the translation into Latin of English sentences with syntax and vocabulary based on Bonney and Niddrie, *Latin Prose Composition* and (d) sight translation.

(1) The following selections from *Latin Prose and Poetry*: Nepos, 1, 2, 4, 5, 6, 8, 9, 10, 11; Cicero, 2, 4, 5 and Cicero's Letters 5, 7, 8; Virgil, (Part I) 10, 15; (Part II) 6; Ovid, 5, 6, 7; Livy, 9, 10, 11; Pliny, 1, 6, 11, 13.

(2) Prose Composition—Chapters I-V and VII-XXV (with even-numbered sentences in both A and B exercises).

The teacher should have at hand either of the following standard Latin grammars:

Allen and Greenough: *New Latin Grammar*.

Bennett: *New Latin Grammar*.

## GRADE XII, 1949

### MATHEMATICS

The examination will consist of one paper.

The prescription is as follows: Chapters I, II, III, IV, V, VI, X, XI, XIII, XIV, XV, XVI, XVII, secs. 165 to 168 inclusive; XVIII to the end of sec. 175; XX to end of sec. 189; XXV; XXVI sec. 247; XXVII secs. 253, 254; XXVIII; XXX to end of sec. 273, sec. 274 (numerical examples only), secs. 280, 283 and 285.

*General Note on Exercises*—When certain sections of a chapter only are taken, exercises actually included in these sections are the only ones prescribed in that chapter (for example, in Chapter XXVI where only sec. 247 is taken, the only exercises prescribed are those set out on pp. 352-3). Exercises 11-13 on p. 431 are to be omitted.

### MUSIC OPTION

(See New Programme of Studies)

Students may choose Music Option as one of their electives.

In order to obtain credits for Music Option, candidates must take examinations conducted by the University of Manitoba. The results of these tests are forwarded by the University to the Department of Education and accepted by the Department.

Full information concerning the music option course can be obtained by referring to the syllabus which may be procured from the University School of Music.

No prerequisite is necessary for a music student who wishes to take music option in the High School.

Four consecutive grades in music are required for the four years of High School, but the music grades must be at least the minimum required for the four High School grades.

A student may claim music option credit in any High School grade, provided he has attained the minimum music standing for that grade.

Any student claiming music option credit should be prepared to present a music certificate showing evidence of standing.

The mark obtained in music option will be included with those awarded in the other subjects of the grade when necessary to determine the aggregate or the average mark.

Students desiring to take the music option as an elective should make the necessary arrangements with the school principal. Full information concerning the music option may be obtained by referring to the syllabus which can be obtained from the University School of Music.

*Note*—Students taking music option study the subject under private teachers. The option is not to be confused with the course in music regularly taught in High School classes.

## GRADE XII, 1949

### SCIENCE

#### Science (XII)

A student must have taken Physics XI and Chemistry XI before taking the corresponding subject in XII.

See page 25 for information about practical work and requirements in regard to notebooks.

#### Chemistry (XII)

*Introduction to College Chemistry*, 1942 edition, by McPherson and Henderson, et al. The following omissions are permitted:

Omit Chapters, 1, 2, 3, 4, 5, 7 except the law of Definite Composition, Hydrogen Peroxide, Law of Multiple Proportion; omit pages 113-118 of Chapter 10; omit Chapters 11, 12, 13, and pages 230-239 of Chapter 17; omit hydrides of the phosphorus family in Chapter 22 (a casual knowledge only is required of arsenic, antimony and bismuth); omit titanium, zirconium, hafnium and glass in Chapter 23; omit Chapter 25 and rubber in Chapter 26; omit Electric Heating of Chapter 27; also pages 412-417 and pages 423 to end of Chapter 29; omit Chapters 31, 33, pages 489-500 of Chapter 34, pages 529-532 of Chapter 35; omit Chapters 36, 37, 38 and 39.

#### Physics (XII)

A study of the text.

Chapters II, III, VII, VIII, IX, X, XI, XII; Chapter XV, section 245; Chapters XVII, XVIII, XIX, XX, XXI, XXII, XXIII, XXVII, XXVIII, XXIX, XXXI.

Students who took the cadet option in 1943-44 and wish to proceed to physics of Grade XII should take care to pick up any sections of Grade XI physics omitted.

# THE NEW PROGRAMME OF STUDIES

## OUTLINE OF COURSES

The new programme for the Senior High Schools of Manitoba is being developed in five courses:

- The General Course**
- The Commercial Course**
- The Home Economics Course**
- The Industrial Course**
- The Agricultural Course**

All courses are designed to afford a sound general education at the secondary level with emphasis in the special courses on the technical interests and needs of the students desirous of directing their educational paths towards selected vocational goals.

The special courses will be developed at three levels and will normally be covered in three years.

The General Course to the Senior Matriculation and Normal School Entrance level will normally be covered in four years. *Provision will be made however, for acceleration which will permit selected students on the recommendation of the inspector at the end of the first year (Grade X), to cover the full course in three years.*

The General Course each year will comprise a core of required subjects together with options selected from a prescribed list. In the selection of these options the requirements for matriculation should be borne in mind if the student intends to proceed to the University.

The special courses will comprise a core of general subjects to which will be allocated 50% of the classwork. The other 50% will be devoted to work in the technical fields.

*Only those schools with adequate facilities (staff, accommodation and equipment) will be permitted to conduct the special courses. In all other schools the General Course, with options, will be followed.*

The new programme for the first year of the Senior High School came into effect on September 1, 1948. All students entering Grade X on or after that date will follow the new curriculum.

In the following schedules the time allocated to the subjects has been indicated on a percentage basis. There is considerable diversity in time-tabling in the schools of the province but in general 1% will represent approximately 15 minutes per week. This means that the 12% allotted to a core subject in the General Course would represent 180 minutes a week which may be divided into periods to meet the exigencies of the school time-table.

### TO THE PRINCIPAL

The new programme of studies for the Senior High School is designed to afford opportunity for diversity in the educational courses at the secondary level. There is, however, insistence throughout on the need for sound training in the basic or "core" subjects. Principals will ensure that all students are familiar with the provisions of this Programme of Studies and will do all they can to facilitate a wise selection of courses on the part of the students.

The courses are designed primarily for those students who are prepared to study the prescribed subjects and are capable of meeting the required standing. Provision must be made, however, for two other groups:

- (a) those who wish to take the full number of subjects but who do not meet the standards accepted for departmental certification.
- (b) those who wish to take fewer subjects than those prescribed for the full courses.

For these two groups courses leading to High School Leaving will be arranged by the principal. Such courses may include any subjects in this programme but no others. In English and Mathematics, alternative courses of a less academic nature are outlined in this programme. These courses, known as English (Basic Studies) and General Mathematics, may be taken by students in either group.

## THE NEW PROGRAMME OF STUDIES—OUTLINE OF COURSES

### High School Leaving Standing

The standing on leaving of students in these groups will be reported by the schools to the inspector who will forward a statement of this standing to the Department for record. Students with High School Leaving standing who later wish to earn Normal Entrance or Matriculation credit should write to the Registrar, Department of Education, for information.

### Certification

There will be no Departmental certification for courses other than the General Course, the Home Economics Course, the Industrial Course, the Agriculture Course and the Commercial Course. Local school certificates may be issued by school authorities to students who have obtained High School Leaving standing.

### Departmental Examinations

Examinations will be conducted by the High School Examination Board on completion of the Second and Third Levels in the General Course, and at the termination of the Third Year of the technical courses.

### Matriculation

(a) Students who complete satisfactorily the Second Level of the General Course will be eligible to apply for admission to the University of Manitoba provided that they have taken one of the Language Options (French, Latin or German).

(b) Students who complete satisfactorily the Third Level of the General Course will be eligible to apply for admission to Second Year University, provided they have taken the matriculation subjects.

(c) Students who have completed any of the Technical Courses may earn senior matriculation credit by passing examinations in the required Third Level matriculation subjects.

### Entrance to Normal

Students who have completed any of the technical courses or who have obtained Second Level standing in the General Course may proceed to take the Normal Entrance Course at the Third Level. In this course they will be required to take

English III  
Social Studies III

and any other *three* subjects at the Third Level.

### Technical Options in the General Course

Principals who wish to offer a technical option in the General Course must ensure that adequate facilities are available. Full information may be obtained from the Director of Technical Education, Department of Education, Legislative Building, Winnipeg.

## THE GENERAL COURSE

### First Year

(Effective September 1st, 1948)

#### *General*

English I.....	18%
Social Studies I.....	12%
Mathematics I.....	12%
Science I.....	12%
Health I.....	6%
Guidance.....	4%

#### *Required Options*

Any two of the following (24%)—

Language: French I or French Language, Option I

Latin I

German I

## THE NEW PROGRAMME OF STUDIES—OUTLINE OF COURSES

Technical: Home Economics I  
 General Shop I  
 Typewriting I  
 or  
 Business Practice I

General: Art I  
 Music I  
 British History

(Level I of each option will be completed in the First Year).

<i>Unassigned Time</i> .....	12%
(a) A third option from the above list.	
or	
(b) A non-credit option.	
or	
(c) Special activities.	

### Second Year

*(Effective September 1st, 1949)*

#### *General*

English II.....	18%
Social Studies II.....	12%
Mathematics IIa.....	8%
Science IIa.....	8%
Health II.....	6%
Guidance.....	4%

#### *Required Options (16, 20 or 24%)—*

Any two of the following:

Language: French IIa.....	8%
Latin IIa.....	8%
German IIa.....	8%
Technical: Home Economics, I or II.....	12%
General Shop, I or II.....	12%
Commercial, I or II.....	12%
General: Art, I or II.....	12%
Music, I or II.....	12%
Regional Geography II.....	12%
Supervised Study (Directed).....	8%

#### *Unassigned Time (20, 16 or 12%)—*

(a) A third option.....	12%
or	
(b) A non-credit option.....	12%
or	
(c) Special Activities.....	4, 8 or 12%

*Note*—French Language Option IIa may be taken in place of French IIa.

### Third Year

*(Effective September 1st, 1950)*

*(See special provision for accelerated students)*

#### *General*

English IIIa.....	18%
Social Studies III.....	18%
Mathematics IIb.....	8%
Science IIb.....	8%
Health III.....	6%
Guidance.....	4%

## THE NEW PROGRAMME OF STUDIES—OUTLINE OF COURSES

*Required Options (16, 20 or 24%)—*

Any two of the following:

Language: French IIb.....	8%
Latin IIb.....	8%
German IIb.....	8%
Technical: Home Economics, II or III.....	12%
General Shop, II or III.....	12%
Commercial, II or III.....	12%
General: Art, II or III.....	12%
Music, II or III.....	12%
Regional Geography III.....	12%
Additional Science (not taken in Science IIb)	
Chemistry.....	8%
Physics.....	8%
Biology.....	8%

French Language Option IIb may be taken in place of French IIb.

### Fourth Year

*(Effective September 1st, 1951)*

**(See special provision for accelerated students)**

*General*

English IIIb.....	18%
Mathematics III.....	18%
Physics III }	
or	
Chemistry III }	
or	
Biology III }	18%

*Required Options (36%)—*

Any two of the following:

French III.....	18%
Latin III.....	18%
German III.....	18%
Physics III.....	18%
or	
Chemistry III.....	18%
or	
Biology III.....	18%
(Not taken above)	
Music Option.....	18%
French Language Option.....	18%
Supervised Study.....	10%
or	
Special Activities.....	10%

French Language Option III may be taken in place of French III.

### THE GENERAL COURSE (Accelerated)

This course may be followed by those students only who have been recommended at the end of the First Year by the inspector. Such students will be permitted to write the Level II examinations at the end of the Second Year and if successful may proceed to Level III in the Third Year. The full course will be as follows:

#### First Year

As outlined above (General Course—First year)

## THE NEW PROGRAMME OF STUDIES—OUTLINE OF COURSES

### Second Year

*(Effective September 1st, 1949, for accelerated students only)*

#### *General*

English II.....	18%
Social Studies II.....	12%
Mathematics II (a and b).....	12%
Science II (a and b).....	12%
Health II.....	6%
Guidance.....	4%

#### *Required Options (20% or 24%)*

Any two of the following:

French II (a and b).....	12%
Latin II (a and b).....	12%
German II (a and b).....	12%
Home Economics I or II.....	
General Shop I or II.....	
Commercial I or II.....	
Art I or II.....	
Music I or II or Music Option.....	
Regional Geography II.....	8%
Additional Science (not previously elected)	
Either Science IIb (Physics).....	
or     Science IIb (Chemistry).....	
or     Science IIb (Biology).....	

#### *Unassigned time (12% or 16%)*

A third option

or

A non-credit option

or

Special Activities

or

Supervised study.

(French Language Option II (a and b) may be taken in place of French II (a and b).)

### Third Year

*(Effective September 1st, 1950, for accelerated students only)*

#### *General*

English III.....	24%
Social Studies III.....	18%
Mathematics III.....	18%
Physics III, Chemistry III or Biology III.....	18%

#### *Options*

French III or French Language Option III.....	18%
Latin III.....	18%
German III.....	18%
Physics III, Chemistry III or Biology III (not elected above).....	18%
Commercial Option III.....	18%
Technical Option III.....	18%
Industrial Option III.....	18%
Art III.....	18%
Music III.....	18%
Regional Geography III.....	18%
Unassigned time.....	4%

Students desirous of obtaining Matriculation or Entrance to Normal will elect subjects required by the regulations.

## THE NEW PROGRAMME OF STUDIES—OUTLINE OF COURSES

### THE COMMERCIAL COURSE

#### **First Year**

*(Effective September 1st, 1948)*

##### *General*

English I.....	12%
Social Studies I.....	10%
General Science I.....	10%
Option.....	6%

##### *Technical*

General Mathematics I.....	10%
Guidance and Occupations.....	3%
Typewriting I.....	12%
Spelling I.....	5%
Business Practice I.....	10%
Supervised Study or Unassigned Time.....	12%

#### **Second Year**

*(Effective September 1st, 1949)*

##### *General*

English II.....	12%
Social Studies II.....	10%
Health and Physical Training.....	6%
General Science II.....	12%
or	
General Shop Option I or II.....	12%
or	
Home Economics Option I or II}	

##### *Technical*

Business Arithmetic II.....	10%
Typewriting II.....	12%
Shorthand II.....	
or	
Bookkeeping II.....	17%
or	
The Business World of Today II}	
Business English and Spelling II.....	6%
Guidance.....	3%
Unassigned	
or	
General Option}	12%

#### **Third Year**

*(Effective September 1st, 1950)*

General Option.....	10%
English III.....	12%
Social Studies III.....	10%
Health and P.T.....	6%

## THE NEW PROGRAMME OF STUDIES—OUTLINE OF COURSES

### *Technical*

Guidance.....	3%
Typing and Office Practice (including office machines).....	20%
Shorthand III .....	
or	
Bookkeeping III .....	17%
or	
The Business World of Today III .....	
Business English III.....	5%
Rapid Calculation.....	5%
Unassigned.....	12%
or	
General Option	

## HOME ECONOMICS

### First Year

*(Effective September 1st, 1948)*

#### *General*

Option or Unassigned Time.....	10%
English.....	12%
Social Studies.....	10%
General Maths.....	10%
Health and P.T.....	8%

#### *Technical*

General Science.....	10%
Home Economics.....	40%

### Allocation of Subjects in Home Economics

#### *Home Economics IA*

Foods.....	12-10%
Home Management.....	4- 5%
Child Care and Development.....	2- 3%

#### *Home Economics IB*

Clothing and Textiles.....	12-10%
Related Arts and Crafts.....	4- 5%
Personal and Social Development.....	3- 4%
Special Projects.....	3%

### Second Year

*(Effective September 1st, 1949)*

#### *General*

Option.....	10%
English.....	12%
Social Studies.....	10%
General Mathematics.....	5%
Health and P.T.....	8%

#### *Technical*

Science.....	10%
Home Economics.....	45%

### Allocation of Subjects in Home Economics

#### *Home Economics IIA*

Foods.....	10-12%
Home Management (equipment and furniture).....	5- 4%
Home Care of the Sick.....	3- 2%

## THE NEW PROGRAMME OF STUDIES—OUTLINE OF COURSES

### *Home Economics IIB*

Clothing and Textiles.....	10-12%
Related Arts and Crafts.....	5- 2%
Personal and Social Development.....	4- 3%
Special Projects.....	3- 5%

### Third Year

*(Effective September 1st, 1950)*

#### *General*

Option.....	10%
English.....	12%
Sociology.....	8%
Mathematics.....	5%
Health and P.T.....	5%

#### *Technical*

Chemistry.....	10%
Biology.....	10%
Home Economics.....	40%

Four optional courses in Home Economics III will be listed:

- The General Option
- The Food Option
- The Clothing and Textile Option
- The Cosmetology Option

Each of these will be a full course subdivided into special courses in various phases of Home Economics.

## THE INDUSTRIAL COURSE

### First Year

*(Effective September 1st, 1948)*

#### *General*

Option or Unassigned Time.....	10%
English.....	12%
Social Studies.....	10%
General Mathematics.....	10%
Health and P.T.....	8%

#### *Technical*

Shop Science.....	8%
Draughting.....	9%
General Shop.....	30%
Guidance.....	3%

### Second Year

*(Effective September 1st, 1949)*

#### *General*

Option.....	10%
English.....	12%
Social Studies.....	10%
General Mathematics.....	10%
Health and P.T.....	8%

#### *Technical*

Shop Science.....	8%
Draughting.....	9%
General Shop.....	30%
Guidance.....	3%

## THE NEW PROGRAMME OF STUDIES—OUTLINE OF COURSES

### Third Year

*(Effective September 1st, 1950)*

<i>General</i>	
Option.....	10%
English.....	12%
Social Studies.....	10%
Industrial Sociology and Guidance.....	10%
Health and P.T.....	8%
<i>Technical</i>	
Shop Science.....	8%
Draughting.....	7%
General Shop.....	30%
Mathematics.....	5%

## THE AGRICULTURAL COURSE

### First Year

*(Effective September 1st, 1948)*

<i>General</i>	
Option or Unassigned Time .....	10%
English.....	12%
Health and P.T.....	6%
Social Studies.....	10%
General Mathematics.....	10%
<i>Technical</i>	
General Science.....	15%
Farm Shop.....	12%
Agriculture.....	15%
Farm Management and Accounting.....	5%
Unassigned.....	5%

### Second Year

*(Effective September 1st, 1949)*

<i>General</i>	
Option.....	10%
English.....	12%
Health and P.T.....	8%
Social Studies.....	10%
Mathematics.....	10%
<i>Technical</i>	
General Science.....	15%
Farm Shop.....	12%
Agriculture.....	15%
Farm Accounting.....	5%
Unassigned.....	3%

### Third Year

*(Effective September 1st, 1950)*

<i>General</i>	
Option.....	10%
English.....	12%
Health and P.T.....	8%
Rural Sociology.....	10%
Mathematics or Mechanics .....	10%
<i>Technical</i>	
Biology or Physics.....	12%
Chemistry.....	12%
Farm Shop.....	12%
Agriculture.....	14%

## THE GENERAL COURSE

### FIRST YEAR

#### (A) Core Subjects

The core subjects in the First Year of the General Course are:

English I.....	18%
Social Studies I.....	12%
Mathematics I.....	12%
Science I.....	12%
Health and Physical Training I.....	6%
Guidance.....	4%

Special courses are outlined as alternatives in English and Mathematics. These are designed for those students who do not need the standards accepted for departmental certification and are seeking High School Leaving Standing only.

### ENGLISH

The students' skill in oral and written language is the concern, not only of the teacher of English, but also of the teachers of Social Studies, Languages, Science, Mathematics and all other subjects. This means that the English teachers should make use of material from other courses for practice in oral and written expression, but it also means that attention must be paid by other teachers to the correctness and clarity of the student's expression in answer given to questions, in the history essay and debates, in the translation of a foreign language, in the statement of a mathematical problem, and in the account of an experiment in science. The fact that teachers of all subjects value the ability to speak and write correctly and clearly has a powerful moral effect on the student and brings home to him that his use of English is of universal concern in any relationship upon which he may enter.

#### Objectives in Teaching English

The teaching of English should help the student:

1. to express clearly in speech or writing his own thoughts and to understand the clearly expressed thoughts of others;
2. to apply his growing power over language to his life in and out of school. This growing power should be directed towards these ends:
  - (a) Increased efficiency in school work in general. Growth in the understanding of what is read and heard and development of skill in writing and speaking must be reflected in all the work the pupil does in school
  - (b) Clearer and sounder thinking. Accurate knowledge of language is closely associated with clearness of thought.
  - (c) More satisfactory contacts with other people—in school and out. The ability to understand others and to express one's thoughts aids a person in the range and effectiveness of his social contacts.
  - (d) Increased understanding and appreciation of other people and a better insight into his own relations with them. Reading, with training in relating what he reads to the world around him, can extend the pupil's knowledge of people, his insight, and his sympathies.
3. to grow in his appreciation of literature.

## THE GENERAL COURSE—FIRST YEAR

### LITERATURE

#### What is Literature?

Literature is an art. Art may be defined simply as "communicated experience". This definition may be expanded to indicate the steps or stages involved in the artistic process. For convenience these stages are expressed below as they apply to a poem:

1. The author has an experience which involves sensations, emotions, thoughts, and ideals;
2. This experience he expresses or objectifies by means of words, rhythm and images;
3. The reader, in response to the expressed work of art (2) recreates in his mind the experience of the poet (1).

We can determine our objectives on the basis of this account of the artistic process. The main purpose of the teaching of literature must be to assist the pupil to proceed from stage 2 to 3 and so back to 1. Every device employed in the classroom should contribute to this purpose.

But there is another fact about art which we must take into account. Art produces a feeling of pleasure. If a reader does not receive pleasure from a poem, then it is not a poem for him. And when literature is so taught that the pleasure which should accompany it is lost, then the literature itself has been destroyed. This point is discussed in more detail under Specific Aim I.

#### Major Objectives

1. To increase the pupil's enjoyment of literature.
2. To stimulate and guide the emotional and intellectual development of the pupil.
3. To stimulate independent thinking.

These major objectives follow from the nature of art and the steps in its operation as set forth above. But since they are rather general, the actual problems of teaching may be discussed in connection with more specific aims.

#### Specific Aims

1. To intensify and extend the pupil's enjoyment of literature.
2. To stimulate and refine the pupil's sensations and emotions.
3. To extend the pupil's range of experience through the imagination.
4. To develop an understanding of human nature and the problems of life.
5. To stimulate independent thinking about human character and conduct.
6. To develop an appreciation of form in literature.

#### 1. To intensify and extend the pupil's enjoyment of literature

The immediate purpose of all art is to give pleasure. It may be said that the only way we can recognize beauty is by the immediate pleasure it gives us. This applies to beauty of any kind, the most simple as well as the most complex. Whether it be a prairie crocus or Shakespeare's King Lear we are considering the fact that we think it is beautiful is indicated by the feeling of pleasure we experience. "No pleasure, no art" is a safe guide. "If there is no pleasure there is no literature" is an axiom on which the whole teaching of the subject might be based.

Since a feeling of pleasure accompanies any activity which is progressing smoothly, it follows that the teacher must do everything in his power to facilitate the activity of reading. In other words the teacher must prepare the pupil for the reading of a selection. This preparation will be concerned with such matters as the meaning of words, the significance of images, and the movement of the rhythm.

## THE GENERAL COURSE—FIRST YEAR

The general content of the selection should also be related to the pupil's own experience.

Each teacher must discover for himself what particular method of preparation suits him best. Some teachers, for example, merely create an atmosphere appropriate to the poem before reading it, and discuss details later. The wise teacher will keep his method somewhat flexible; every work of art is unique, and a plan that succeeds with one poem or type of poem may fail with another. That a poem may be killed by too much explanation must also be borne in mind. The teacher must steer a middle course between lack of necessary guidance and the making of mince-meat out of the selection. Above all he should try to communicate his own enthusiasm for the work that is being studied. To do this is to achieve success in teaching.

All teaching of literature, especially of poetry, should be based on this principle of pleasure. Any teaching method is good which leads to heightened enjoyment of literature. Every teaching method is bad which checks enjoyment. (See final note.)

### 2. To stimulate and refine the pupil's sensations and emotions

(a) Stimulation and refinement of sensations. The teaching of literature should develop the pupil's appreciation of his physical environment. Poems about nature and descriptions of natural scenery in fiction should achieve this end, but to encourage the pupil to respond to the beauty of a bird's song or a prairie sunset is not enough. He should be encouraged also to appreciate the beauty of buildings and other features of the town or city in which he lives. He should also be encouraged, through imaginative experience, to extend his appreciation beyond his own horizon. A good teacher can help him gain some idea of mountains and ocean.

Along with this development there should be refinement. The teacher should encourage the pupil to respond to more delicate stimuli. A child, or even an animal, can make some emotional response to a violent thunder storm; it requires a more highly developed sensibility to be moved by a simple object of beauty.

(b) Stimulation and refinement of emotions. Through the vicarious experiences of literature, more especially narrative poetry, drama and fiction, the pupil's emotional development should be stimulated. By imaginative participation in dramatic situations, for example, he will be moved to feel admiration for heroism, pity for suffering and misfortune, and joy in human happiness.

At the same time as the pupil is being encouraged to make these responses, he should be led to distinguish between more and less worthy objects of admiration or pity. He may be led to admire moral as well as physical courage and devotion to every kind of high ideal.

(c) Stimulation and refinement of the pupil's sense of humour. What we laugh at is a good index of how civilized we are. If we are always amused by the discomfiture of others, then we are barbarians. If we are amused only by farce and not by social comedy or satire then we are not mature social beings. Through the skilful handling of comic scenes in drama, a teacher can discourage the less desirable kinds of amusement and awaken the more mature and desirable. He can thus help to make civilized human beings of the rising generation.

### 3. To extend the pupil's range of experience through the imagination

The pupil's range of experience will of course be extended through the realization of the specific aims already dealt with. It may be said indeed that the whole educational process is designed to effect this extension of experience. Since literature, however, involves the emotions and is accompanied by pleasure, the teacher of literature is in a particularly advantageous position. To take a few obvious examples: by skillful handling of selections he can facilitate imaginative participation by the pupil in the life of our forefathers, in trades and occupations outside the pupil's own environment, and in situations that are somewhat beyond or at least outside the pupil's own experience.

## THE GENERAL COURSE—FIRST YEAR

That this extension of the pupil's experience must be a gradual process is obvious. It must be emphasized that the literary work to be studied should not be totally outside the range of the pupil's emotional and intellectual development. The attempt to deal with a selection that is beyond the pupil can meet only with failure, and every failure of this sort is a serious blow to the cause of literature.

### 4. To develop an understanding of human nature and the problems of life

As the pupil advances from the more simple to the more complex forms of literary art he will encounter many types of humanity and be led to study characters that are increasingly more complex and mature. By so doing his understanding of human natures should be increased. And because the scenes he studies in fiction and drama involve both a character and a situation, or problem he will be gaining knowledge and understanding of the problems man has encountered and does encounter in life. Human nature cannot be studied in a vacuum. Literature gives us man in action, and as a pupil reads he learns about man by becoming many men in many situations.

It cannot be too strongly emphasized that this understanding must be incidental to enjoyment and imaginative participation in literature. If the teacher has kept the first three specific aims in mind, the understanding here referred to has been adequately prepared for. The teacher will need only to lead the pupil to think about and discuss what he has already felt in his reading. Again it must be emphasized that the teacher who is content to make mere dogmatic statements about character and conduct—even though he is using a literary work as a text—is ignoring every statement made and every aim discussed so far.

### 5. To stimulate independent thinking about human character and conduct

If the teacher has avoided the temptation to dogmatize too freely about motives and behaviour of characters in play or novel, this aim can be achieved.

The pupils should be encouraged to think for themselves about the conduct of characters they meet, and to express approval or disapproval of this conduct. Such criticism is an essential preliminary to thoughts about human conduct in general. The teacher may also guide the pupil to make applications of behaviour encountered in literature to contemporary problems.

No contribution to citizenship in a democracy is more vital than the stimulation of this kind of independent thinking. A knowledge of our machinery of government, municipal, provincial, and federal, is of little value unless it is vitalized by worthy ideals of human conduct which our young people have been encouraged to frame for themselves.

### 6. To develop an appreciation of form in literature

In the aims considered so far the emphasis has been upon one side of literature only, *what* is said by the author. But *how* he says it is also important. The development of taste in literature involves an increasingly sensitive response to the details of literary technique, that is, to all details of style or form. The pupil probably needs the guidance of the teacher in his study of technique more than in other parts of the subject.

No very precise suggestions can be given for achieving this aim; the teacher must try by every means possible to communicate his own sense of pleasure in the words, rhythm, and imagery of the poem. If the teacher himself has no sense of "the light that never was on sea or land", as Wordsworth describes the poetic heightening of fact, he had better say nothing about technique. The pupil had better be left to his own resources to discover what glory he can.

## THE GENERAL COURSE—FIRST YEAR

Teachers should constantly remind themselves of the simple fact that how a thing is said can have no meaning apart from what is said. Strictly speaking, technical details are significant only in so far as they express and vitalize the content of a literary work. A teacher, however, when preparing a class for the reading of a poem may profitably discuss some technical details of the particular poem or of poetry in general. In the senior grades particularly, certain technical points, such as the form of a sonnet, seem to provide handles by which the pupils may grasp selections that would otherwise elude them.

Final Note—Throughout this discussion of objectives and aims in the teaching of literature there has been constant emphasis upon pleasure and enjoyment. This does not mean that the teacher is expected to make an English class “just fun”. Far from it. The English teacher has to play his part in inculcating such important lessons as that most satisfaction in life comes from mastering difficulties, that achievement means work, in fact. Literary masterpieces—products of highly gifted men—are not easy, and it is a disservice to literature to pretend that they are. To understand and appreciate them requires study and effort. The pupil, therefore, must be encouraged to make such effort. But this is not merely work for work’s sake. It is, rather, work directed towards a definite end. The aim of the teacher must be to persuade the pupil that the effort required to understand a good piece of literature is worth while. The immediate reward is enjoyment.

## THE DRAMA

No other art, literary or otherwise, comes so close to life as the drama. Its medium is living people—actors; and its story concerns people and the doings of people. The novel and the short-story have much of the same material as the drama but they are diffuse and explanatory; and even with excellent reading aloud, they do not come to life as the drama does. They deal with life but an acted play *is* life.

### Special value of drama

The great lack in all our study of literature has always been that teachers and students alike do not relate the works studied to the life of the individual student. The student should be brought to realize that *in studying literature he is studying himself*, then the study will not seem so alien and so remote from his own experience. Drama offers the easiest and most direct approach to such realization. Even when the teacher merely reads the play or when the students read the parts, the drama comes closer to actual living than any short-story or novel. And when the play is performed it becomes three-dimensional to the audience. The ideas leap across to the listeners with all the emphasis that ideas have when backed up by a life.

### What to stress in teaching drama

In dealing with the study of drama it cannot be too much emphasized that our concern is not with the subject-matter of any one play or even of several plays. There is little value in memorizing the names of the character and writing a synopsis of the story. Of course, a play has a central idea and it may even teach a moral lesson. But if we are only looking for a lesson or a moral, we might as well study a short-story or, better still, a reflective essay.

Students frequently say of a Shakespearean scene: “I didn’t think it was funny until we acted it”. Right here lies the value of drama to the student in real life. It teaches him how to put across his ideas with the full weight of his personality behind them. How pitiful when a person has a great thought to convey or a cause to champion and cannot act his part and express himself convincingly and effectively!

## THE GENERAL COURSE—FIRST YEAR

*The voice* first of all has to have range and colour; it must be able to thunder denunciation or protest and again to murmur pity or consolation. *The whole body* must be able to express the emotions and convictions of the speaker. *The facial expression* alone should reveal the ideas to the spectator. All such things have to be taught; they do not come by nature. And they cannot be learned by writing a synopsis or answering twenty objective questions on a one-act play. However stumblingly the young actor may begin and however weak the final performance may be, a student cannot help growing in power of expression, if he takes part in a play. He will not gain such power by reading the play silently and answering questions on it. *The play must be acted.*

Every student should be given an opportunity to take part in the plays studied, if only in his own room and before his own classmates. No other form of oral expression is so effective. Public speaking, debating, proposing toasts, choral reading of poetry—all these are good in their way, but no one of them so develops all the powers of a young speaker as does taking part in a play. The acting of a part has this further value that it gets the student out of himself and leads him to see life from the viewpoint of others.

In class-room performances too much should not be expected of the actors. Costume may be dispensed with or merely suggested by a hat, a shawl, or some distinctive garment. Make-up cannot be used without lighting. Properties can usually be procured and so can chairs and a table. Windows and doors can be imagined. Emphasis should be placed upon the acting to suggest age, moods and character. Groupings and movements, entries, and exits can be as well done as on a real stage.

### Public Performance

Occasional productions on the stage in the school auditorium or other small hall are helpful to arouse interest and raise the standard of performance. The presence of parents and friends will be a further incentive to good work but *students should be well trained before being subjected to the ordeal of a public performance.*

### Forms of Drama

The forms of the drama—tragedy, melodrama, comedy, farce—should be studied so that the students may develop a power of critical appreciation. They should know for instance that the object of tragedy is to “purge the emotions” and render the individual more truly sympathetic, and they should recognize the difference between sentimentality and sincere emotion. So, too, they should know that comedy develops a sense of proportion and helps us to “see ourselves as others see us”.

### Movies

Finally we have to consider *the importance of the moving picture in the lives of school children today.* Students may be so trained by observation and discussion that they may “Know good plays from bad, high art from low, and integrity of character from evil behaviour.” Films should be shown in school and discussed before and after the showing. Students should also be taken to some nearby theatre to see a picture and on their return to school should estimate the worth of a picture according to some definite scheme of valuation. Just as they study “music appreciation” so they should study “movie appreciation”. “As the medical profession has defeated the virus of small-pox, not by means of protesting the spread of the disease, nor by passing laws against it, but by immunizing school children, so do we have to find some way to immunize them against poisonous ideas which they meet in films, radio programmes, and pulp magazines.” This applies to all literature but all practical work done in drama is a help to this immunizing. Our own study of plays and acting of them must be linked up with the students’ experience of movies, *so that drama may be recognized as an art and a force in character-building* and not just as a means of filling in time.

## THE GENERAL COURSE—FIRST YEAR

### EXTENSIVE READING

Extensive reading refers to wide general reading done for pleasure and profit. It must be done both in school and at home. Students should frequently be allowed to read books of their own choice but occasionally they need guidance. Each must be encouraged to read as many books as possible. Extensive reading includes both fiction and non-fiction books of almost every kind, but it is not connected with any particular subject field.

#### Objectives

1. To enable pupils to read with understanding and pleasure.
2. To develop the pupil's imagination and broaden his interests.
3. To evolve a sense of values in life.
4. To broaden the pupil's social interests in:
  - (a) considering himself as a member of a group, and
  - (b) considering the world about him.
5. To encourage the discussion of books without prejudice or hostility.
6. To have the pupil progress steadily towards becoming an adult reader with some degree of tolerance, discrimination and judgement. In this process, reading for pleasure merges with reading for profit in the conduct of life.  
To develop readers takes time and effort. Hence, much of this extensive reading must be done in regular class periods, and credit must be allowed for it. At least 24 hours of regular school time (about 45 minutes a week) must be timetabled for this reading.

To help to realize the objectives of the course the teacher should:

1. Consider individual differences in age, family training, background, interests, disposition and reading ability. Ascertain reading tastes and levels by having the pupils jot down the titles of books which they have enjoyed.
2. Build, with the co-operation of the pupils, a class reading list of books which are both suitable and available.
3. Have students keep a record in their notebooks of their own reading, and have them fill in a small card with comments on each book read, these cards to be filed for the guidance of other pupils.
4. Encourage the frank expression of opinion, favourable or otherwise.
5. Have some books read by several students in order to provide a common fund of interest for discussion purposes.
6. Hold book discussion days occasionally for re-assessing pupils' interests, for introducing new books, for discussion, for pupils' silent reading with group and individual consultation and encouragement by the teacher. Use varied methods of procedure to suit the class.
7. Acquaint himself with books pupils enjoy and secure some good published book-lists which show the reading interests of high-school pupils.
8. Take occasion from time to time to introduce the class to better books. Bring some interesting books to class and read passages aloud. "Lend" the books to those who wish to go further. Use magazines and books on hobbies and so on as a bridge to non-fiction.
9. Make an opportunity after the class has done some reading to have the pupils realize that the business of a realistic novel is to portray life *faithfully*. Students should understand that fiction which presents a definite falsification of life and its values, in which vice escapes its inevitable deserts, is both an immoral presentation of life and poor art.

## THE GENERAL COURSE—FIRST YEAR

10. Explain carefully some of the characteristics of adult fiction. Weak readers need help in realizing that adult novels often move slowly, that something does not necessarily happen on every page, that character is modified by action and environment, that the characters in a novel are just as inconsistent as those in real life, and that the reader must suspend judgement until he has first understood all the factors and motives moulding a character.

To sum up, the teacher must realize the importance of three things: (a) a proper introduction of books to pupils, (b) sufficient guidance, and frequent classroom discussions. Upon these the course must be based. Merely giving students a mimeographed list of titles is no introduction to the riches of books and the pleasure of reading. The teacher must guard against decreasing the enjoyment of reading by compelling a student to finish a book which he does not like and by the bugbear of long book reports since a brief record to supplement a personal chat is adequate. In other words, teachers must stress the pleasure in meeting books so that all pupils will realize the delights and benefits of reading.

The following is recommended for the use of teachers:

*“Let’s Read”*: (Henry Holt and Co.)

## COMPOSITION

### Three Important Principles

In all language teaching, there are three important principles to be kept in mind—the pupil must have something to say: he must have some specific reason for saying it: and he must have that knowledge of the technique of expression which will enable him to say it effectively and correctly.

### The Subject Matter

#### (a) Other Subjects as Sources of Training

“Training in English needs a subject matter and a motive and we regard it as essential that part, at least, of the subject matter should derive from a source other than a self-contained study of English.” (Norwood Report.)

The usual subjects of the curriculum offer ample material and opportunity for training in English in this sense.

In the larger high schools, where the English teacher does not teach other subjects to a class, he should endeavour to work in conjunction with teachers of these other subjects, e.g., the Science teacher might suggest suitable topics to be assigned when exposition is being taught in the English class, or on occasion the essay assigned by the History teacher might be marked by him for historical data and by the English teacher for correctness of form and expression. This co-operation does not relieve teachers of other subjects of the responsibility of constantly checking the students’ use of English, nor does it imply that the teacher of English is expected to correct all the essays assigned by the other teachers.

*The teacher of English will expound the fundamental principles of grammar composition and style: but—ALL teachers will check the practical application of these principles, as they are required in written work that is incidental to instruction in Social Studies, Science, Mathematics or other subjects.*

In smaller high schools, where the English teacher is responsible for other subjects in the curriculum, he can easily use subject matter from his other courses for practice in written or oral English.

## THE GENERAL COURSE—FIRST YEAR

### (b) *Creative Expression*

Students should also develop the ability to express their own experiences, ideas and emotions. With some pupils the expression may take the form of original poems, short stories or one-act plays. With others it may be a sincere, vivid relating of personal experiences or of observations from their every-day environment; comments, either oral or written, that reveal creative thinking about their reading; or a re-creation of a story in dramatic form. Although the particular form of expression and the level of attainment will differ, the aim is the same for every pupil, namely, that through the programme in expression he may “clarify his own thinking . . . stimulate his imagination and find an outlet for his thoughts and feelings.” (Basic Aims for English Instruction.)

### (c) *The Need of a Motive*

“The practice of essay writing, in the form which it often takes, has had a harmful influence on the power to write naturally and effectively. Whatever else is necessary to it, good writing, we feel, must spring from a desire to say something; it must proceed with a super-abundance rather than a dearth of something to say and it must have written itself a clear purpose other than that of fulfilling an imposed task. But . . . these conditions are by no means always satisfied and there is a danger that the essay, when so treated, has been harmful: it has created in the minds of many pupils an unnatural habit of thought and expression and this because it is unnatural, proves of little value for meeting those occasions in later employment or further study on which a plain connected piece of writing for a specific purpose is required.” (Norwood Report, Curriculum and Examinations in Secondary Schools, London, 1943.)

This quotation points out a desirable ideal and every well-considered attempt to reach it is worth while. It should not be interpreted as meaning that systematic and guided practice in writing and speaking English can be abandoned. It points out the need for vital material in English—material that is vital because it is accepted by the pupil as important. It may be important to him because it helps him in personal self-expression or it may be important to him because it assists him in the mastery of subject matter he is required to master.

## ORAL EXPRESSION

### The Value of Training in Oral Expression

1. “Oral expression is one foundation upon which proficiency in the writing of English is based”.

“Oral exercises are the readiest means to fluency and naturalness in writing; and neglect of them in senior schools is the cause of that stiff, conventional, lifeless style which makes compositions equally tiresome to write and to read”.

This means that oral and written expression should not be separated in the classroom. In general, oral discussion or practice should precede any attempt on the part of the student to write on an assigned theme. If a student speaks well, he is likely to write well.

2. Oral expression is a “Means of developing ease in social relationship”.

“No school is doing its duty to the community which does not do everything in its power to bring its pupils to use clear, correct speech that can be easily understood.”

The students should obtain “such practice in expressing thoughts as will lead to some degree of confidence and at least the appearance of ease of manner.” (Adapted from the Norwood Report.)

## THE GENERAL COURSE—FIRST YEAR

Having this in mind, the teacher should first aim to set the student at ease in his present social relationships, especially those of the classroom. There, a friendly spirit should prevail. Criticism should be tempered with a generous measure of praise. By practice, the student should learn methods of group discussion, rules of procedure in public meetings, social conventions used in talking over the telephone, in making introductions, etc. This practice will be much more effective if there is in addition to formal exercises of the text book work related closely to the social activities in which the student is engaging, both in and out of school.

3. Oral expression should train the student for public speaking and public debate. In a democracy where public issues are settled by discussion, this is important. Since in many of the classes students when answering questions speak mostly in single sentences, they should have as many opportunities as possible in the composition class to speak for a few minutes continuously and connectedly on a given theme. To get full value from this practice students should have opportunity to prepare for it.

### Speech Training

In all the work in oral composition, the teacher should aim at developing good habits of articulation, pronunciation and enunciation. To correct faulty vowel sounds and slovenly articulation, it may be necessary to use special speech exercises which may be found in the references dealing with speech training.

It must again be emphasized that the student will profit by his work in oral expression only if habits developed in the English class are practiced in other classes. The development of speech must be, on the part of the teachers, a co-operative undertaking.

Three necessary conditions for improvement:

1. The pupil must desire to improve
2. He must know the standard to which he should attain
3. He must know his own shortcomings.

### Criticism

Constructive criticism given by classmates is a much more potent source of motivation than criticism given solely by the teacher, but this criticism should not be allowed to degenerate into petty fault-finding. Many teachers have found that this trifling fault-finding tends to disappear when one or two major faults are attacked at a time.

If the teacher and pupils discuss the effects of posture, enunciation and pronunciation upon the effectiveness of speech, they should find it easy to construct a list of:

1. Defects to be eliminated;
2. Standards to be attained.

The following outline of standards in oral expression suggests what may reasonably be expected from such a discussion:

1. Does your posture suggest confidence?
  - (a) Do you keep your hands quiet and relaxed?
  - (b) Do you speak directly to your audience, over their heads, or to the floor?
  - (c) Do you move easily and naturally, showing self-control?

## THE GENERAL COURSE—FIRST YEAR

2. Can you be heard distinctly at the back of the room?
  - (a) Do you pause for attention?
  - (b) Do you pronounce each word correctly?
  - (c) Do you first address the person in charge and then your audience?
  - (d) Do you enunciate clearly?
  - (e) Do you speak slowly enough?
  - (f) Do you avoid monotony by varying the pitch of your voice?
3. Are you forceful?
  - (a) Do you emphasize the important words and phrases?
  - (b) Do you pause for effect?
  - (c) Do you begin and end your speech effectively?
4. Do you adjust your speech to your audience?
5. Do you speak in a friendly manner?
6. Do you deliver your address as though you enjoyed speaking?

### Developing Good Listeners

The listener has a responsibility in the oral expression class no less important than that of the speaker. The teacher may stimulate attention by allowing class discussion following a pupil's oral presentation. If listeners are asked to draft a rough outline of the substance of the address, a very effective check is made upon their powers of listening as well as upon the clarity of the speakers' exposition. This habit of jotting down outlines may later be developed into an intelligent system of taking notes from radio speeches, lectures and reference books.

(The last three sections have been adapted from the Tentative English Programme prepared a few years ago.)

### Adapting the Programme to Individual Needs

"The goals of instruction in English are, in the main, the same for all young people, but the heights to be attained in achieving any one of them and the materials used for the purpose will vary with individual need.

"It is the right of every person in the public schools to be given a greater sense of security in the use of the English language. For one person, this necessitates help in pronouncing the *th* in *think* or in avoiding the use of 'seen' for 'saw' for another, it may mean care in distinguishing between delicate shades of meaning or the development of beauty of style or preciseness in expression. The end is the same in both cases—the improvement in the use of English for the individual concerned." (Basic Aims for English Instruction.)

### Check-List for Use in Correcting English

This check-list is in no way exhaustive. It represents merely the minimum requirements in written English. It is to be used by students under the direction of teachers of English, Social Studies, Foreign Languages, Science, Mathematics and all other subjects as a means of finding and correcting errors in written work.

1. *Penmanship*, arrangement and general appearance of all written work.
2. *Spelling* (including the correct use of the apostrophe)
3. *Capitalization* (See Grammar for Composition: Ward)

## THE GENERAL COURSE—FIRST YEAR

### 4. Punctuation:

- (a) Period and Question Mark
- (2) Comma:
  - (a) to separate words and phrases in a series
  - (b) to mark off interruptions or parenthetical expressions
  - (c) to mark off a phrase or clause at the beginning of a sentence (unless the sentence is short and the meaning clear without the comma)
  - (d) to mark off non-restrictive clauses
  - (e) to separate words that might erroneously be read together
- (3) Semi-colon:
  - to separate clauses in a compound or compound-complex sentence where the conjunction is omitted
- (4) Colon:
  - (a) to follow a general statement preceding specific examples
  - (b) before a long quotation

### 5. Language:

- (1) Pronoun:
  - (a) correct case forms of pronouns
  - (b) agreement of pronoun with antecedent
- (2) Distinction between Adjectives and Adverbs
- (3) Verbs:
  - (a) use of the correct forms of the verbs listed below, with emphasis on the auxiliary with the past-participle—  
lie, lay, spring, swim, write, take, speak, sing, see, run, go, give, drink, do, come, begin
  - (b) agreement of verb with subject—example—  
incorrect—He can't want to go  
correct—He doesn't want to go
  - (c) use of subjunctive in conditions contrary to fact—example—  
incorrect—if I was you I'd go  
correct—if I were you I should go
  - (d) use of perfect tenses—example—  
incorrect—He said he never saw a better game  
correct—He said he had never seen a better game
- (4) Common errors such as the following:
  - (a) the use of “*Different than*” for “*Different from*”
  - (b) “*These and those kind*” for “*this and that kind*”
  - (c) “*had ought*” for “*ought*”
  - (d) “*couldn't hardly*” for “*could hardly*”
  - (e) the preposition “*like*” for the conjunction “*as*”
  - (f) the adjective “*real*” for the adverb “*very*”
  - (g) repetition of words.

### 6. Sentence structure:

- (1) Cultivate—
  - (a) the use of simple and complex sentences in the place of the over-popular compound sentence
  - (b) the use of parallel structure

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(2) Avoid—

- (a) indefinite reference of pronouns
- (b) unrelated modifiers—dangling participle or gerund
- (c) misplaced modifiers (He only has two wrong)
- (d) unnecessary change in grammatical construction
- (e) run-on and incomplete sentences
- (f) improper use of tenses.

### English I

The full course in English I has been prepared on the basis of a time allotment of 144 hours. An alternative programme in "Additional Literature" is outlined for students who are seeking High School Leaving standard only. An abridged course of 96 hours has been drawn up for use in the Technical Courses. This abridged course is entitled "English—Basic Studies."

The time allotments for the sections of these courses are as follows:

#### **English I (144 hours)**

(a) *Literature*

(1) Prose.....	12 hours
(2) Poetry.....	10 hours
(3) Drama.....	12 hours
(4) Extensive Reading.....	22 hours
(5) Additional Literature.....	16 hours
Total.....	72 hours

(b) *Composition and Grammar*

(1) Written Composition and Grammar.....	28 hours
(2) Oral English and Voice Training.....	12 hours
(3) Additional Composition	
(a) Written.....	20 hours
(b) Oral.....	12 hours
Total.....	72 hours

#### **English I—Basic Studies (96 hours)**

(a) *Literature*

(1) Prose.....	12 hours
(2) Poetry.....	10 hours
(3) Drama.....	12 hours
(4) Extensive Reading.....	22 hours
Total.....	56 hours

(b) *Composition and Grammar*

(1) Written Composition and Grammar.....	28 hours
(2) Oral English and Voice Training.....	12 hours
Total.....	40 hours

## THE GENERAL COURSE—FIRST YEAR

### THE COURSES

#### English I

##### (a) Literature

- (1) *Prose*—"The Golden Caravan"—at least six modern *prose* selections including short stories.
- (2) *Poetry*—"The Golden Caravan"—any selection of modern narrative and lyric poems suitable to the class.
- (3) *Drama*—"On Stage"—at least five of the plays.
- (4) *Extensive Reading*—at least five books approved by the teacher.
- (5) *Additional Literature*:  
*Two of the following*
  - (a) A Shakespeare play  
    "‘The Merchant of Venice’"  
    or "‘Twelfth Night’"  
    or "‘Henry IV—Part I’"
  - (b) A Novel  
    "‘The White Company’, Doyle  
    or "‘The Path of the King’, Buchan  
    or "‘Mine Inheritance’, Niven  
    or "‘A Search for America’, (abridged) Grove.
  - (c) Additional selections of poetry, prose and drama from the prescribed texts.

*Alternative Additional Literature* (for High School Leaving standard students only):  
*Two of the following:*

- (a) Additional one-act plays from "On Stage" or "The Golden Caravan"
  - (b) Additional Short Stories and Prose Selections from "The Golden Caravan"
  - (c) A suitable novel:  
    "‘Greenmantle’"—Buchan  
    or "‘The Moonstone’"—Collins  
    or A Grade IX novel not already studied.
- (b) *Composition and Grammar*
- (1) *Written Composition and Grammar*. A selection of units or items from the outline "Written Composition" (below) to suit the needs of the class.
  - (2) *Oral English and Voice Training*. A selection of units from the outline "Oral English and Voice Training" (below) to suit the needs of the class.

#### Written Composition and Grammar

The following outline is intended as a guide only. It includes Units that may be taken in English I and II. The items marked (\*) are suggested as more suitable for English II.

As there are many ways to teach composition, the suggested organization of material will not suit every teacher. Moreover, practice in writing and self-criticism of written work are more important than any arrangement, however logical it may be.

The choice of units and items from the outline will depend on:

- (1) the weaknesses revealed by the preliminary tests given during the year
- (2) the needs of the student
- (3) the course taken by the student

In classes where the basic course is being followed only such items as are considered most important to the needs of the class should be attempted.

In all classes remedial work in grammar, correct usage, spelling, penmanship, etc., should be included. The use of a work book is advised for students who need extra practice.

## THE GENERAL COURSE—FIRST YEAR

### *Unit I—Preliminary Tests* (to be followed by remedial work)

1. The recognition of the complete sentence
2. The fundamentals of grammar; agreement, reference, correct verb forms, etc.
3. A written paragraph
4. Vocabulary
5. Spelling
6. Punctuation.

### *Unit II—Narration*

1. A study of simple narratives—sources of material, organization, paragraphing, essentials
2. The writing of simple narratives
3. Variety in the sentence—length of sentences, beginnings of sentences
4. Punctuation of the sentence, with particular attention to the punctuation of conversation in narratives.
5. Good usage and levels of usage of words
6. The use of the exact word to add vigour and vividness to stories
- \*7. The news story
- \*8. The short story (relate to literature course).

### *Unit III—Explanation*

1. Simple explanation including definitions and the exposition of written processes (relate to oral composition)
2. Written reports
  - (a) sources of information
  - (b) collecting material
  - (c) arrangement of material
3. Clearness in the paragraph
  - (a) topic sentences—unity and clincher sentences
  - (b) coherence in the paragraph including arrangement and linking of sentences
4. Clearness in the sentence
  - (a) position of modifiers
  - (b) relation of participles, gerunds, and infinitives
  - (c) reference of pronouns
  - (d) avoidance of shifts in construction: voice, person, tense, etc.
5. Word study
  - (a) distinctions between words often confused
  - (b) use of the dictionary
  - \*(c) derivations of words—roots, prefixes, and suffixes
6. Further study of exposition
  - \*(a) book reviews
  - \*(b) editorials
  - \*(c) formal and informal essays. (These may be related to literature.)

### *Unit IV—Description*

1. The study of the uses of descriptions and descriptive narrative in stories, advertisements, radio scripts, year books, etc.
2. The study of the qualities of a good description—clearness, vividness, single impression, appeal to the senses, point of view, etc.
3. The arrangement of details in a descriptive composition or paragraph
- \*4. Further study of variety in the sentence to enhance the mood
5. The use of picturesque words as an aid to effective description.

## THE GENERAL COURSE—FIRST YEAR

*Unit V—Argument* (This may well be related to oral composition.)

1. Organization of material preparatory to discussion or debate
- \*2. Emphasis in the paragraph
- \*3. Forcefulness in the sentence
  - (a) parallel structure
  - (b) balanced sentences
  - (c) periodic sentences
- \*4. Further vocabulary study
  - (a) effective repetition
  - (b) misleading use of words—propaganda.

*Unit VI—Letter Writing*

1. Simple business letters—orders, requests, etc.
- \*2. Letters of application
3. Set-up and paragraphing of business letters
4. Punctuation marks used in business letters
5. Avoidance of stereotyped expressions in business letters.

*Unit VII—\*Precis Writing* (Not included in authorized text)

- \*1. The practical value of precis writing in school and in business
- \*2. The characteristics of a good precis . . .
  - (a) brevity—one quarter to one third the original
  - (b) accuracy—inclusion of all important ideas
  - (c) clarity—good sentences, well connected
  - (d) use of own words
- \*3. Practice in precis writing.

Suggested method:

- (a) count words and divide by three
- (b) read selection until understood
- (c) mark the main divisions
- (d) write one good sentence for each idea
- (e) count words in precis and adjust
- (f) check the precis for composition.

### Oral English and Voice Training

Attention is called to the general statement to the effect that correct and careful speech is the concern of teachers of all subject fields at all times in both curricular and extra-curricular activities.

In addition to this general attention to speech by all teachers, the time allotted to Oral English in the Curriculum is to be considered as regular class time during which the following specific speech activities may be carried on:

1. Speech defects may be discovered and eliminated
2. Voice training may be given
3. Desirable standards may be set up in connection with:
  - (a) listening and audience response
  - (b) evaluation and self-evaluation
  - (c) membership in group discussion.
4. Experience may be gained by pupils in such activities as:
  - (a) planning and presenting short speeches
  - (b) participating in group meetings
  - (c) using microphone (where equipment is available).

## THE GENERAL COURSE—FIRST YEAR

### Oral English I

In the basic course 12 hours are allotted to Oral English in English I.

In the General and High School Leaving Courses 12 additional hours are allotted to Oral English in IA or IB.

The following outline is intended as a guide only. As in Written Composition, teachers should select from the units and items given, those that seem most desirable for each particular class. *On no account* should teachers give lectures or notes to cover any unit or item, except as may seem necessary to guide the pupils; such as, in setting up standards for judging class talks. The maximum amount of the time allotted is intended to give pupils practice and experience.

#### *Unit I—Preliminary Diagnosis*

1. Sight reading
2. Impromptu speeches
3. Reading of word lists for pronunciation, enunciation and articulation
4. Voice recordings (where equipment is available) to assist in self-diagnosis of speech defects

#### *Unit II—Voice Training*

Throughout all speech work the following items require attention:

1. Breathing
2. Posture
3. Voice
  - (a) Tone
  - (b) Pronunciation
  - (c) Enunciation
  - (d) Audibility
  - (e) Rate of speaking
4. Speaker personality
  - (a) Naturalness
  - (b) Sincerity
  - (c) Courtesy
  - (d) Relationship to audience

#### *Unit III—Group Discussions and Public Meetings*

1. Duties of chairman
  - (a) Conducting meetings
  - (b) Introducing speakers and subjects
  - (c) Controlling discussions
2. Participation of Audience in Meetings
  - (a) Listening to speaker
  - (b) Addressing the chair correctly
  - (c) Taking part in a discussion
  - (d) Giving votes of thanks and expressions of appreciation

#### *Unit IV—Short Formal and Informal Speeches*

1. Impromptu speeches
2. Reports of committees
3. Prepared speeches of varied types and of given length (3–5 minutes or 5–10 minutes)
4. Speaking in a large hall or auditorium where possible
5. Open forums with use of blackboard, charts, maps and models as aids
6. Panel discussions
7. Formal debate

## THE GENERAL COURSE—FIRST YEAR

### *Unit V—Speech Activities Related to the Business World*

1. Interviews
2. Telephone technique
3. Meeting the public

### *Unit VI—*

Practice in speaking through microphones, wherever equipment is available, such as public address systems, dictaphones, and voice recorders.

### *Unit VII—*

Dramatization in connection with the study of plays on the course.

### *Unit VIII—Story Telling*

The following are recommended for the guidance of teachers:

“Can You Speak in Public?”.....	<i>Helen Watson</i> (Pamphlet—Dept. of Agriculture, Winnipeg)
“30 Days to a More Powerful Vocabulary”.....	<i>Funk and Lewis</i> (Wilfrid Funk Inc. N.Y.)
“American Speech”.....	<i>Hedde and Briggance</i> (Lippincott)
“Directed Speech”.....	<i>Whitney</i> (Ginn and Co.)
“Basic Principles of Speech”.....	<i>Sarett and Foster</i>
“Speech for the Classroom Teacher”.....	<i>Mulgrave</i>
“Oral English”.....	<i>Brewer</i>
“Speech for All”.....	<i>Lyman M. Fort</i>
“First Principles of Speech Training”.....	<i>Avery, Dorsey and Sickels</i>

### **English I—Basic Studies**

(a) <i>Literature</i> .....	56 hours
(1) Prose (as in English I)	
(2) Poetry (as in English I)	
(3) Drama (as in English I)	
(4) Extensive Reading (as in English I)	
(b) <i>Composition</i> .....	40 hours
(1) Written Composition and Grammar (as in English I)	
(2) Oral English and Voice Training (as in English I)	

## THE GENERAL COURSE—FIRST YEAR

### SOCIAL STUDIES

The course in Social Studies in the Senior High School is designed to embrace the interplay of social, economic, historical and physical factors that affect human society. To avoid diffusiveness (with its inevitable lack of thorough and systematic treatment) in the units of work prescribed for the three levels of the course, the fields have been limited both in time and space. Some will be found to be predominantly geographical, some historical, some sociological within the bounds set for each year.

Of the core courses in Social Studies, the first, "Social Studies I", is almost exclusively geographical with the emphasis thrown on the interdependence of nations and communities in the modern world. The core courses in the second and third years will be mainly historical and will aim at developing an understanding of the evolution of our own society and of modern civilization.

In each year provision will be made for an option in the field of Social Studies which will complement the core course. For the first year this option will be historical, for the second and third years the emphasis will be on the geographical conditions affecting the peoples whose history is under study.

#### SOCIAL STUDIES I

*The main aim of this course is to develop understanding of the influence of environment upon human society with an appreciation of the impact of human will and energy upon physical surroundings. It is primarily a study of relationships.*

Recent developments in communication and transportation through their impact in trade and political organization have made our modern world one neighbourhood. A crop failure in Saskatchewan, a mineral discovery in Siberia, or the development of a power project in the Tennessee Valley, may have repercussions far beyond the land of their happening. It is important that our students should have, in broad outline at least, a knowledge of world geography. This should help them to become good citizens not only of Canada, but also of the world, capable of coping intelligently with social, economic and political problems, both national and international.

#### Authorized Text

"World Geography" ..... *John Hodgdon Bradley*

#### Outline of Course

##### *Unit I—Geography in the Modern World:*

###### 1. What is Geography?

##### *Unit II—Man and Climate:*

2. Climate, Vegetation and Man
3. High Latitude Seas and Lands
4. The Mild West Coast Lands
5. The Desert Lands
6. The Dry Grasslands
7. The Wet Middle Latitude Lands
8. Low Latitude Savanna and Forest Lands

## THE GENERAL COURSE—FIRST YEAR

*Unit III*—Man and the Surface of the Lands:

9. The Rough Lands
10. The Flatlands

*Unit IV*—Man and the Natural Resources

11. The Living Resources
12. The Soil Resources
13. The Mineral Resources

*Unit V*—Life Processes of Civilization

14. Manufacture and Trade
15. Transportation and Communication

*Unit VI*—The Geography of Nations

16. The Nature of Nations
17. The British Empire
18. Nations of the European Peninsula
19. The Soviet Union
20. The Nations of the Far East
21. The South American Republics
22. The United States and its Neighbours

### Reference Books

“Canada and her Neighbours” .....	Taylor, Seiveright and Lloyd
“Public School Geography” .....	Stevenson and Baragar
“A World Geography for Secondary Schools” .....	Benton and Lord
“Canada” .....	Griffith Taylor
“The World” .....	Dudley Stamp

### Geographical Magazines

Geographical material may be found in most of our current periodicals. The teacher should utilize articles, pictures and stories in these magazines and should encourage students to seek such material.

Special magazines of value for the teaching of Geography are:

*The National Geographic*, Washington, D.C., U.S.A.

*The Canadian Geographical Journal*, The Canadian Geographical Society, Ottawa.

*The Geographical Magazine*, London, England.

### Year Books

Much valuable material will be found in year books and almanacks. The following should be in every school library and available for consultation and ready reference.

*The Canada Year Book*, published by the Dominion Bureau of Statistics, Ottawa.

## THE GENERAL COURSE—FIRST YEAR

### MATHEMATICS

(Note: A special course, **General Mathematics I**, with the emphasis predominantly on the application of arithmetical skills to problems of everyday life has been prepared for the use of students taking the special courses or a High School Leaving course. This course, General Mathematics I, has an allotment of 96 hours in the High School Leaving Course and 80 hours in the special courses. If time-tabling permits, students following a special course (Home Economics, Agriculture, Industrial or Commercial) may take Mathematics I in place of General Mathematics I.)

### MATHEMATICS I

The general course in mathematics at the first level is designed for students ranging from moderate ability upwards. The principles and concepts dealt with should be within the grasp of such students electing the course. The keynote to the study should be understanding. The more difficult problems should be only for the abler students. Problems and exercises suited to the capacity of the students should be graded and used in revealing and developing the underlying principles, and in gaining insight into mathematics as a special language with its definitions, its method, its structure, its applications, its reasoning. These aspects all begin to appear even at this elementary level.

While the emphasis should be on understanding, it should always be realized that actual working with the symbols and ideas may itself clear the way for understanding. The students may be urged forward at times, with the idea that they will return a little later and achieve an understanding which did not exist while they felt everything was a little strange and unfamiliar. The best way to find out what symbols mean to other people is to see how they use them and what they do with them. So the students may watch the teacher and try themselves. After all it is their activity which is finally important—they learn by doing. Seeing clearly what things are done, how equations are manipulated, how symbols are handled, how arguments are conducted, may easily be the only way to insight. But if on occasion the student has been coaxed a little beyond his depth, he should always return later, and reconsider. His question “Why?” he may now and again keep in abeyance: it should never be left for long unanswered.

With all this emphasis on understanding, it should still be realized that a body of knowledge is being considered. Mathematics has its theorems and results and the content is itself important. Students should understand the mathematics they work with, but they should also know they are learning some of the results in mathematics.

Of the following general objectives, some are clearly immediate, while others are obviously more distant and ultimately to be realized likely only in part and unevenly as between different people. This is in the nature of the case and applies to all study. But the teacher should be aware of these objectives, and they should influence the spirit in which the teaching is carried on. Growth is slow. But the seeds which will grow are the important ones to plant, no matter how slight they seem at the planting or for some time after. It is in the adult that we should finally measure our success or failure.

#### General Objectives

1. To develop habits and attitudes which will enable the student to cope with the ordinary situations which involve some mathematics and arise in commercial, industrial, and domestic life.

## THE GENERAL COURSE—FIRST YEAR

2. To pay attention to establishing such a foundation in the subject as will support the student who will need further mathematics as a tool to be used in specialized trades, in the many growing and varied applications of engineering, in the physical sciences and the biologic sciences using it, in statistics, in economics, in some fields of social science, finance and government. The objective here is of course all the more important for such students as will choose to proceed with higher mathematics for its own sake, for research, and for teaching.

3. To foster the ideals of accuracy, neatness, clear-thinking, honesty in thinking; to admire ingenuity in thinking, and to appreciate beauty of form in ideas and systems of ideas; and by keeping the operations of mathematics meaningful in all practice with them, to develop habits of neatness, careful thinking, accuracy, and intellectual honesty.

4. To lay a groundwork from which can spring an appreciation of the strategy of mathematics in the solving of man's problems, and from which some insight may develop into the effects of mathematics on civilization as seen in industry, in science, in objectivity and lucidity in literature, and generally into its kinship with all reasoned human discourse.

5. To give students a subject content from which they can gain the satisfaction of knowing in their own minds when they are right, and to give some inkling of the sense of mastery which can come with the ability to think abstractly, to summarize and to generalize.

### MATHEMATICS I

#### Authorized Text

"Mathematics for Canadians" (Manitoba Edition) Book I.....*Bowers, Miller and Rourke*

#### Course

The text.

### GENERAL MATHEMATICS I

Agricultural Course  
Industrial Course  
Home Economics Course

Commercial Course  
High School Leaving

(Note: If time-tabling permits students following any one of the four special (vocational) courses may take Mathematics I in place of General Mathematics I).

The object of this course is to provide for the teaching of the fundamentals of arithmetic with some instruction as to graphs, formulas and equations in order that the students may be able to solve the mathematical problems that arise in daily life. It is hoped that the development of broadened mathematical knowledge and interest with the conviction of ability to master mathematics may arouse desire for further study of this subject.

#### Text

"Mathematics in Daily Use".....*Hart, Gregory and Schult*

*Unit I*—Integers—Home Life Problems  
*Unit II*—Fractions—Home and Business Problems  
*Unit III*—Measurement—Vocational Problems  
*Unit IV*—Percentage—Business Problems  
*Unit V*—Graphs—Pictured Number Relations  
*Unit VI*—Leisure Time Problems

## THE GENERAL COURSE—FIRST YEAR

### SCIENCE

The course in Science I for the General Course has a time allotment of 12%. This is equivalent to a total of 96 hours for the school year. On a weekly basis, approximately 180 minutes will be available for the teaching of Science. It is not considered advisable to make any specific allocation of time for practical work as this will be done in conjunction with the theoretical study.

The course for the first year of the Senior High School is based on General Science. The approach will be that calculated to develop in the pupil a lively interest and an intelligent understanding of his natural environment. At a later stage more specialized work will be undertaken in the fields of Chemistry, Physics and Biology.

#### General Objectives in Science Teaching

The general objectives in the teaching of Science in our schools are:

1. To lead the learners to search for truth by building up well-organized and well-digested patterns of knowledge;
2. To develop relevant skills and habits, both mental and physical, so that they can be satisfactorily utilized by the learners;
3. To inculcate healthy moral and social attitudes for living in a democratic society.

### SCIENCE I

#### Specific Objectives

Amongst the specific objectives of the course in General Science prescribed for the First Year of the Senior High School are:

1. *The development of the technique of fact-finding*  
This will involve:
  - (a) the ability to perform satisfactorily certain simple laboratory experiments;
  - (b) the ability to observe and measure accurately;
  - (c) the ability to pursue suitable field activities.
2. *The development of the power to base logical conclusions upon the facts that have been found.*  
This involves:
  - (a) the power to interpret data;
  - (b) the power to organize data;
  - (c) the ability to utilize facts and inferences logically in the solution of problems.
3. *The development of the ability to use a balanced combination of inductive and deductive reasoning in the exploration of new fields of thought and action.*
4. *The development of the ability to understand our natural environment and to live effectively therein.*

#### Authorized Text

“Everyday Problems in Science” ..... *Beauchamp, Mayfield and West*  
(Units I-XII With Practical Work)—

#### *Unit I—How do Scientists Make Discoveries?*

1. What kinds of problems do scientists solve?
2. How do scientists solve problems?
3. How have scientific instruments helped scientists solve problems?

## THE GENERAL COURSE—FIRST YEAR

### *Unit 2—What are Things Made Of?*

1. What do we mean by "materials"?
2. What happens when solids and gases dissolve?
3. How are materials put together?
4. What kinds of materials do we have?
5. Why do materials have weight?

### *Unit 3—How Can Materials Be Changed?*

1. How do heating and cooling change materials?
2. How can we explain how heat changes matter?
3. How can we change one kind of material into another kind of material?
4. How do scientists explain chemical change?

### *Unit 4—How Do We Use and Control Fire?*

1. What happens when things burn?
2. How do we make fire?
3. How do we regulate fire?
4. How do we prevent and extinguish fires?

### *Unit 5—How Are All Living Things Alike?*

1. How are plants and animals alike in what they do?
2. What chemical substances are living things made of?
3. How are plants like animals in the way they are put together?
4. Where do all living things get their energy?

### *Unit 6—How Does Your Body Use Food?*

1. Why does your body need food?
2. What kinds of foods meet the different needs of the body?
3. How can you select your foods wisely?
4. How does food get to your cells?

### *Unit 7—How Can You Keep Yourself in Good Physical Condition?*

1. How is the human body put together?
2. How does your body get its supply of oxygen?
3. How does the blood do its work for the body?
4. Why are exercise and rest necessary for your body?
5. How does bathing help the body?
6. Why should we not use alcohol and tobacco?
7. What can you do in case of accident?

### *Unit 8—How Can You Help Your Body Fight Disease?*

1. What are disease germs?
2. How do germs make us sick?
3. How do our bodies fight disease?
4. How can we help our bodies fight disease?
5. How can we help prevent the spread of disease germs?

### *Unit 9—How Do We Control Heat?*

1. How does heat travel from one place to another?
2. What happens to heat when a material changes from one state to another?
3. How do we keep our buildings warm?
4. How do we keep things cool in warm weather?

### *Unit 10—What Makes the Weather Change?*

1. What causes the different kinds of weather?
2. Why does the weather change from day to day?
3. How are weather forecasts made?

## THE GENERAL COURSE—FIRST YEAR

### *Unit 11—How Do We Provide Our Homes with a Good Water Supply?*

1. How is a supply of water obtained?
2. How is the quality of the water supply maintained?
3. How is water delivered to the consumer?
4. How is the supply of water controlled in our buildings?

### *Unit 12—How do Simple Machines Help Us do Work?*

1. What are machines used for?
2. Why do machines help us do work?
3. What are the kinds of simple machines?
4. How do we control friction in our machines?

## SCIENCE I (Practical Work)

The following experiments will constitute a *minimum* programme of experiments for Science I.

### *Obligatory Experiments*

- (a) Experiment No. 39 (page 196).
- (b) Any five of the following:
  - Experiments 1 and 2 combined in one experiment (page 34 and 35).
  - Experiments 3, 4 and 5 combined in one experiment (pages 38, 40 and 41).
  - Experiments 7 and 8 combined in one experiment (pages 64 and 70).
  - Experiments 9, 10, 11 and 12 combined in one experiment (pages 71, 73, 75 and 78).
  - Experiments 20, 21 and 22 (grouped as one experiment (pages 107-113). ✓
  - Experiment 42 (page 223).
  - Experiment 44 (page 276).
  - Experiment 45 (page 279).
  - Experiment 48 (page 284).
  - Experiments 58, 59 and 60 combined in one experiment (pages 363, 364 and 366).
- (c) Any four of the following:—
  - Experiment 65 (page 387).
  - Experiment 66 (page 392).
  - Experiment 67 (page 396).
  - Experiment 68 (page 399).
  - Experiment 69 (page 406).

### *Demonstration Experiments*

The experiments performed by the instructor must be described in an approved form in a laboratory note book kept by each student. The date on which the experiment was performed must be shown and the report clearly marked as "Demonstration".

- Experiment 13 (optional) page 83.
- Experiment 14 (optional) page 83.
- Experiment 18 page 99.
- Experiment 19 (optional) page 100.
- Experiments 25 and 26 grouped as one experiment (optional, demonstration), pages 128 and 129.
- Experiment 29 (optional) page 145.
- Experiment 30 (optional) page 147.
- Experiment 31 (optional) page 153.
- Experiment 32 (optional) page 154.
- Experiment 33 (optional) page 155.
- Experiment 36 (optional) page 161.
- Experiment 37 (optional) page 162.
- Experiment 46, page 280.
- Experiment 52 (optional) page 303.
- Experiment 56, page 356.
- Experiment 64, page 375.

## THE GENERAL COURSE—FIRST YEAR

### *Practical Science Notebooks*

These notebooks must be available at all times for examination by the inspector. They will contain reports in an approved form of all the experiments in which the student has participated and will be certified by the science teacher or the school principal. Gummed certificate forms, which may be obtained from the Registrar of the Department of Education, should be used for this purpose.

Practical tests by examiners appointed by the Department may be conducted at any time after April 1st.

The following are recommended for use with the authorized text:

### *Teacher's Manual*

“Teacher's Guidebook for Everyday Problems in Science”.

### *Work Books*

“A Study-Book for Everyday Problems in Science”.

“A Study-Book for Everyday Problems in Science”, (*Teacher's Edition*).

### *Tests*

“Objective Unit Tests on Everyday Problems in Science”.

### *Reference Books*

The following text will be found very helpful for practical work in Science. A copy should be in every school library.

“Experiments in Elementary Science”, *Lead and Rivard*.

The following text-books contain material that will supplement the work in the authorized text.

“Science and Life”, *English, Edwards and Flather*.

“Science and Progress”, *English, Edwards, et al.*

“General Science” (Book II), *Bowers*.

“Our Environment—How we Use and Control It”, *Wood and Carpenter*.

“Understanding the Universe”, *Carroll*.

### *Magazines and Journals*

Students should be encouraged to bring to class magazine articles bearing on the work of the course. A supply of such supplementary material should be built up and made available for ready reference.

## THE GENERAL COURSE—FIRST YEAR

### HEALTH

The course of study in Health Education for the Senior High School is divided into three main units:

- I. The Study of the Individual
- II. The Study of the Family
- III. The Study of the Community

which will be covered in three years.

The factual health material presented should be scientifically accurate and interesting. This will enable students to develop an understanding of the reasons underlying healthful behaviour so that they will learn how to adapt that conduct to changing needs and situations. In teaching this subject the needs and interests of the students should be used as far as possible. In this way, students will be able to use what they have learned. There should be constant opportunity for healthful practice.

Since it is difficult to grade this subject by the usual examination, it is suggested that an appraisal of each student's progress be made in terms of his own effort towards healthful behaviour and his interest in the protection and promotion of community health.

This health education curriculum should be used as a guide to all the teachers in the High School. Opportunities for health education in other areas of the High School programme should be selected and used wherever possible.

The four texts listed are guides to the teacher, but much of the material must be collected from other sources. Films, field trips, pamphlets, class projects, special speakers, all help to make this a living subject.

For further information write to:

Health and Welfare Education,  
320 Sherbrook St., Winnipeg.

### HEALTH I

#### THE STUDY OF YOU

##### Introduction

This study of the student as an individual has been designed to help him understand his own body and its care. The emphasis has been placed on the use of his growing knowledge for the development of healthful behaviour. He should be helped to understand how health serves to make living happier and more effective.

##### *Unit I—The Health Examination*

Study the health examination in relation to:

1. Value of personal fitness and the goals of adolescence.
2. Prevention, early discovery and corrections of defects.
3. Health services available in the community for such examinations.

##### *Unit II—Cells*

Study the cells as the unit of life.

## THE GENERAL COURSE—FIRST YEAR

### *Unit III—The Body Structure*

Study the structure and functions of bones and muscles of the body in relation to:

1. Factors affecting individual posture—physical, emotional, etc.
2. Selection of suitable shoes, stockings and other clothing.
3. The effect of food, rest and exercise upon the health and development of the body.
4. Lifting, carrying weights, and dismounting from a height.
5. Prevention, early discovery and correction of remediable defects.

### *Unit IV—The Skin*

Study the structure and functions of the skin in relation to:

1. How the body maintains its own temperature.
2. How the body may be helped to regulate its temperature.
3. The effect of sun on the body.
4. Community facilities for recreation.
5. Maintaining the health and attractiveness of the skin, hair and nails.
6. The recognition of skin disorders and seeking early medical care.

### *Unit V—The Teeth*

Study the structure and functions of the teeth in relation to:

1. The maintenance of the attractiveness of the teeth, mouth and gums.
2. Recognition of disorders of teeth and gums and seeking early dental care.
3. Dental services available in the school and community.
4. Protection of the mouth and teeth from infection and accidents.

### *Unit VI—Eyes*

Study the structure and functions of the eye in relation to:

1. Adequate food and nourishment for the maintenance of eye health.
2. Arrangement of light for close work.
3. Prevention and correction of eye fatigue.
4. Protection from accidents and strain in home, school, industry, and recreation.
5. Protection from infections and eye disorders.
6. Use of community services for the care of the eyes.

### *Unit VII—Ears*

Study the structure and functions of the ear in relation to:

1. Protection of the ears from infection and accidents.
2. Foreign bodies in the ear.
3. Recognition of disorders of the ear and hearing loss, and the necessity for seeking early medical care.
4. Travel, occupation, sports.
5. Services and facilities to help the hard of hearing and deaf to adjust to their handicap.

### *Unit VIII—Food and Nutrition*

Study food and nutrition in relation to:

1. The well-being of the entire body.
2. The daily food needs of the body according to activity, age and growth.
3. Availability of food in the community.
4. Analysis and conservation of the soil in the community.
5. Food preservation.
6. Community protection of food and milk products.
7. Family and group customs and individual preferences.

## THE GENERAL COURSE—FIRST YEAR

### *Unit IX—Digestion and Elimination*

Study the processes of digestion and elimination in relation to:

1. Atmosphere at meal time.
2. Rest before and after meals.
3. Chewing the food.
4. Regularity of meals.
5. Preparation, selection and serving of foods.
6. Protection and control of the food, milk and water supply.
7. Early recognition and correction of disorders.

### *Unit X—Circulation and The Blood*

Study circulation and the blood in relation to:

1. Food, rest and exercise.
2. Helping the body to maintain its normal temperature.
3. Protection against serious illness and infection.
4. Recognition of early signs of disorder and seeking medical care.
5. The need for blood banks.

### *Unit XI—Respiration*

Study respiration in relation to:

1. Its interdependence with circulation.
2. Athletics and other strenuous activities.
3. Temperature and ventilation with respect to comfort and safety.
4. Protection of the body against infection.
5. Recognition of signs of serious disorder and seeking medical care.
6. Early care of the "common cold" and the responsibility for preventing its spread.
7. Facilities for regular chest x-ray.

### *Unit XII—Nervous System*

Study the nervous system in relation to:

1. Protection of the individual by food, rest, sleep and exercise.
2. Protection from serious illness by individual and community effort.
3. Formation of habits.
4. Ability to make decisions.
5. Narcotics and alcohol.
6. Conservation of mental energy by constructive use of emotions, through expression and control.
7. Grooming and manners.
8. Recreation, religion, hobbies, and aesthetic expression.
9. Friendships.
10. Ability to manage success and failure.
11. Ability to get along with other people.
12. Responsibilities suited to the maturity of the individual.
13. Choosing a satisfactory career.
14. Health services for the promotion of mental and emotional well-being.

## TEXTS AND REFERENCE BOOKS

Any of the following are recommended for class use:

"Effective Living," 2nd ed., *Turner, C. E. and McHose, E.*, (C. V. Mosby Co., Manitoba Textbook Bureau).

"Health For You," *Crisp, K. B.*, J. P. Lippincott & Co., (Longmans Green).

"Health and Physical Fitness," *Goldberger, I. H.* and *Hallock, G. T.*, (Ginn).

"Good Health," *Phair, J. T.* and *Speirs, N. R.*, (Ginn.)

## THE GENERAL COURSE—FIRST YEAR

### Films

Many excellent films are available from the Department of Education, Visual Education Branch, Legislative Building, Winnipeg, and the Department of Health and Welfare Education, Health and Public Welfare, 320 Sherbrook Street, Winnipeg.

Write to the above departments for film catalogues.

### Pamphlets

Write to the Department of Health and Public Welfare, Health and Welfare Education, 320 Sherbrook Street, Winnipeg, for a catalogue of free pamphlets dealing with health education.

## FIRST AID

### Introduction

Every child should have a thorough medical examination before undertaking strenuous exercise. The result of such an examination should be known by the school personnel and instructions of the physician carefully observed.

### First Aid for Emergencies

Every school should have a planned, written programme for the care of emergencies due to accident or sudden illness. The school has responsibility for:

1. Giving immediate care
2. Notifying parents
3. Getting pupils home
4. Guiding parents, where necessary, to the physician or public health nurse.

### Immediate Care

1. At least one teacher well trained in first aid should always be present at school.
2. In case of serious accident the school should summon the medical health officer, or other physician who is easily obtainable.
3. Post a list of names, addresses and telephone numbers of local physicians who may be called in emergencies.
4. Post the public health nurse's name and telephone number in the principal's office or other convenient place.
5. First aid supplies should always be available and accessible.
6. Check first aid kits periodically.

### Contents of First Aid Kits

1 oz. package absorbent cotton	1 glass tumbler	Other Equipment
1 package sterile gauze dressings	sugar	
1" roll adhesive		
1 roll—2" bandage		
1 roll—1" bandage		
1 kidney basin		
1 pair scissors		
1 pair tweezers		
1 box baking soda		
table salt		
1 cake soap		
2 oz. bottle rubbing alcohol		
paper towels		
paper bags		
paper cups		
		Stretcher
		Couch
		Blanket
		Pillow
		Wash basin
		Covered pail
		Hot water bottle

## THE GENERAL COURSE—FIRST YEAR

The kit and its contents should be kept scrupulously clean. It should be a wall cabinet preferably, and should be hung out of reach of small children. It should be locked and the key should be available at all times. Someone should be responsible for the care of the first aid kit.

### Suggested Standing Orders in Emergencies

1. Teachers should not exceed the usual practice of competent first aid in emergency care of sickness or accident.
2. Teachers should not diagnose and should not give medicines except as ordered by a physician.

### Abdominal Pain

Suspect appendicitis if there is severe abdominal pain.

Instruct parents to:

1. Call a physician if pain persists
2. Give no food or drink
3. Give no medicine, particularly not a laxative.

### Cuts, Scratches, etc.

1. Cleanse around injury with soap and water if necessary.
2. Cleanse with alcohol and apply a dry gauze dressing.

### External Bleeding

1. Cleanse wound as instructed above and apply a dry gauze dressing.
2. Severe bleeding may be stopped by applying pressure, at the pressure points indicated on an anatomical diagram.

Spurts of blood mean that an artery has been cut, apply pressure between the bleeding point and the heart.

A tourniquet should be used only in extreme emergencies:

### The use of a tourniquet

A tourniquet should be used only when severe bleeding cannot be stopped by the application of a bandage, or pressure of the fingers above or below the wound. The tourniquet should only be tightened sufficiently to control the bleeding. If it is made any tighter there is great danger of death of the limb.

When a tourniquet is applied the doctor should be called immediately. If he does not arrive within fifteen minutes the tourniquet should be loosened. Watch for any return of severe bleeding and if it appears tighten the tourniquet again as instructed above.

### Suspected Fractures

1. Instruct parents to call a physician
2. Avoid movement of injured limb. A coat, pillow or blanket makes a good splint.
3. If injury is to the back or neck do not move the child until the doctor arrives.

### Sprains

1. Consult the physician to make sure there is no fracture.

### Fainting

1. If fainting is due to loss of blood keep the patients' head low and keep him warm.
2. Fainting caused by intense emotion may be relieved by seating the patient and placing his head down between his knees.

## THE GENERAL COURSE—FIRST YEAR

### Electric Shock, Drowning, and Gas Poisoning

1. Send for the doctor.
2. Apply the Schafer or the Rocking method of artificial respiration immediately. The following procedure is used:

#### Schafer Method

The patient is placed prone on the floor or on the ground.

The face, resting on the arm, is turned toward the side where the operator may closely observe the breathing.

The operator sits astride the patient's legs and rhythmically compresses the lower ribs, about 12 times a minute.

The patient is protected from chills and shock by blankets.

Artificial respiration should be continued for hours.

#### Rocking Method

The method is easy and effective and may be continued for a long time without tiring the operator.

A strong plank or stretcher is required and something which may be used as a pivot for the plank or stretcher. In an emergency a low fence or railing is suitable or a trestle may be used.

Two pieces of rope should be used to secure the victim to the stretcher. He is tied below the diaphragm and above the knees to keep him from slipping. Never tie the rope across the chest.

The victim is placed face down on the plank. Both are balanced on the pivot and the victim is rocked rhythmically, tilting the feet and then the head at an angle of approximately 45 degrees.

If the victim has been balanced well, treatment can be given without effort for hours to induce artificial respiration. Ten to twelve see saws per minute is a good pace.

### Painful Menstruation

1. Provide a cot or couch so that the child may lie down; keep warm and apply hot water bottle to the abdomen if necessary.
2. Report to the public health nurse or have the child consult a physician.
3. Give attention to personal hygiene, fatigue, exercise, diet, constipation, etc.

### Headache

1. Try to discover the cause.
2. Refer to the public health nurse or physician.
3. Observe the child for other symptoms.
4. Observe other children for similar symptoms.
5. Allow the child to lie down until he is able to go home.

### Burns

1. Cover the burn with a clean dressing.
2. Have the child see the doctor.

### Foreign Bodies in eye, ear, or nose

1. Do not attempt to remove.
2. Send the child to the doctor.

## THE GENERAL COURSE—FIRST YEAR

### Epileptic Attacks or Convulsions

1. Place a roll of bandage between the child's teeth to prevent him from biting his tongue.
2. Make him comfortable where he lies.
3. Send for the physician and the parent.
4. Do not leave the child alone, watch his colour carefully, give artificial respiration if necessary.
5. Never try to give an unconscious person anything to drink.

### Insulin Shock

1. Give a lump of sugar, candy or orange.
2. Diabetic children should notify the teacher of this condition and should carry something sweet at all times.
3. Send for the physician and the parent.
4. The child should carry a card on his person at all times to say that he is a diabetic and to include instructions to be followed in case of insulin shock.

### Informing Parents

1. Notify parents immediately and tactfully of their child's sudden illness or accident.
2. Call them by telephone if possible.
3. In serious accident or illness do not delay in securing medical or hospital care.
4. Ask the parent to what hospital, physician or home address the sick or injured child is to be taken, if the parent cannot promptly call or send for the child.
5. Sick or injured children should always be accompanied home by a responsible adult.

### Helping Parents

1. The family physician's name and address are recorded on the child's health record card. If it is impossible to reach the parent, the family physician may be consulted.
2. The teacher should report such illness or accident to the public health nurse where such service is available. She in turn will be able to guide parents to treatment facilities in the community.

### Health Education in Emergencies

1. Utilize such situations to teach pupils calm and useful behaviour in medical emergencies. Children will be more keenly interested than usual concerning what should and what should not be done in such circumstances.

## THE GENERAL COURSE—FIRST YEAR

### PHYSICAL EDUCATION

#### **Introduction**

Physical education must be thought of as a teaching programme and not simply as bodily exercises. Vigorous and dynamic activity will of necessity result from the participation of the pupil; but the opportunities for learning should not be missed by the teacher who looks to the development of the pupil.

It is important, therefore, that the programme of physical education should be developed first in terms of its objectives and secondly in terms of its activities. In this way activities are related to the needs of the pupils and not the pupils subjected to the demands of the activities which, in themselves, mean nothing.

This is perhaps the most fundamental thing teachers of physical education should realize. We are teaching people and not activities.

#### **General Objectives**

What then are the objectives of physical education in the Senior High School grades? In general, it may be said that these are the same as the objectives of all education.

Familiarity with the specific objectives of physical education will enable the teacher of this subject in the High School grades to have a broader vision of the potentialities of the programme. The mental, social and moral qualities which may be developed will very clearly be apparent.

The motivation to good teaching practice and procedure in physical education arising from a thorough knowledge of its aims and objectives will make it a method of education through motor activity and experiences related to that activity.

The techniques, methods and the activities which have been included in the following pages are designed to ensure wholesome expression and emotional control. Social standards and ideals will be developed by the realisation of interdependence.

Only as the teacher of physical education gears his course to these objectives in physical activities will these results be attained.

#### **Specific Objectives**

1. To provide opportunities for a wide range of vigorous and dynamic activity which will aid in the promotion of normal growth. These may be play activities of a free and individual nature, games and sports, rhythms, self-testing activities, corrective activities, and other types of natural motor activity.

2. To provide opportunities for the development of socially sound attitudes and habits for wholesome living.

3. To provide opportunities for the development of emotional control.

4. To provide opportunities for activities which will widen and extend satisfaction in the positive use of leisure time.

#### **Schedule of Activities**

A full outline of physical activities for the Senior High School with suggestions as to teaching procedures is available on application to the Director of Physical Education, Department of Education, Legislative Building, Winnipeg.

## THE GENERAL COURSE—FIRST YEAR

Teachers are also recommended to refer to the Revised Programme for the Junior High Grades ("Health Education and Physical Education"). This booklet contains much information as to drills, games, folk-dances and other physical activities equally applicable to the Senior High School programme.

The detailed programme, "Physical Education—Senior High School", prepared by the Physical Education Branch, Health & Public Welfare Building, 320 Sherbrook Street, Winnipeg, is also available on application.

### (1) *Fundamental gymnastics*

- Exercise tables for girls
- Exercise tables for boys

### (2) *Apparatus work, tumbling and stunts*

- Individual tumbling
- Group tumbling
- Pyramid building and stunts
- Dual combat stunts
- Vaulting box—balance beam, horizontal bar.
- Practice and competition.

### (3) *Ball and club drills*

### (4) *Rhythms and dances*

- (a) Review of fundamentals taught in Junior High School
- (b) Folk dancing and national dancing
- (c) Square dancing
- (d) Character dances
- (e) Creative and interpretive dances
- (f) Social dancing.

### (5) *Games*

- (a) Group games
- (b) Relay games
- (c) Team game and team game skills: (soccer, softball, volleyball, basketball, hockey, Canadian football, Touch rugby).

### (6) *Track and field athletics*

- Dashes, hurdles and relays
- Field events.

### (7) *Extra-curricular activities*

## THE GENERAL COURSE—FIRST YEAR

### GUIDANCE

With a time allotment of approximately one hour per week, it may be impossible to develop a systematic course of instruction in this field. Guidance should nevertheless have its place in the time-table, and every effort should be made to secure to the students the full benefit of the course. Teachers unfamiliar with Guidance as a part of the curriculum will do well to read standard works on the subject, and to follow the Professional Courses sponsored by the Department of Education.

#### GUIDANCE I

Throughout the high school period guidance should be regarded as an integral part of the programme. The work will fall into four areas—Vocational, Educational, Social and Personal. The following outline indicates the objectives in each area and lists activities that will help to realize these aims.

#### Area I: Vocational Guidance

##### General Aim:

To help the student select the occupation for which a careful study of his interests, aptitudes, abilities and attitudes has shown him to be best suited.

##### Activities:

###### 1. *Testing*

- (a) Intelligence tests
- (b) Tests of mechanical aptitude
- (c) Tests of clerical aptitude
- (d) Tests of stenographic aptitude
- (e) Vocational interest inventory
- (f) Such other tests of aptitudes and abilities as time and financial resources allow.

###### 2. *Occupational study*

- (a) Group study of occupations
- (b) Intensive study of occupations by individuals

###### 3. *Counselling* with respect to vocational choice

###### 4. *Try-out courses*

Where possible use try-out courses to help a student determine his aptitude and liking for a given occupation or field of occupation.

#### Area II: Educational Guidance

##### General Aims:

1. To assist the student to develop to the fullest extent his educational capacities.
2. To assist the student to take full advantage of the educational offerings of the school.

## THE GENERAL COURSE—FIRST YEAR

### Activities

1. *Testing*
  - (a) Intelligence tests
  - (b) Tests in basic skills
  - (c) Standardized tests in academic subjects.
2. *Study of scholastic records*
  - (a) Trace the student's progress through school
  - (b) Study the correlation between scholastic progress and such factors as health, emotional disturbances, and capacity as revealed by testing.
3. *Study of educational offerings of the school*
  - (a) Group study of the curriculum of the school
  - (b) Group study of courses offered at other institutions of learning to which the school curriculum is basic.
4. *Counselling*
  - (a) To aid in overcoming educational difficulties
  - (b) To aid in proper selection of subsequent courses, especially in view of vocational aims.

### Area III: Guidance in Social Development

#### General Aims:

To assist the student to make a wholesome adjustment to his social environment.

#### Activities:

1. Group studies of social amenities
2. Group study of the personal factors that make for wholesome social adjustment
3. Counselling for social adjustment

### Area IV: Guidance in the Solution of Personal Problems

#### General Aim:

To assist the student in finding the solution to his personal problems.

#### Activities:

1. Group study of the standards of value of a Christian democracy.
2. Group study of the problems of emotional adjustment
3. Group study of the application of the standards of value of a Christian democracy to the problems of emotional adjustment
4. Counselling, in areas where personal problems are revealed.

## THE GENERAL COURSE—FIRST YEAR

### Recommended References

- “Principles and Techniques of Guidance: *Lefever, Welthy, Turrell and Henry* (The Ronald Press Company, New York, 1941).  
“How to Counsel Students,” *Williamson, E. G.* (McGraw-Hill).
- “Introduction to High School Counselling”, *Williamson and Hahn*, McGraw-Hill.
- “Occupations Today,” *Brewer and Dandy*, (Ginn & Co.).
- “Guidance in the Secondary School,” *Hamrin and Erickson*, (Appleton-Century).
- “Home Room Guidance,” *McKown*, (McGraw-Hill).
- “Group Guidance in High School,” *Bennett and Hand*, (McGraw-Hill).
- “Group Methods of Studying Occupations,” *Billings*, (The International Text Book Co., Scranton, Pa.).
- “Picking Your Job,” *Frommelt*, (Marquette University, Milwaukee, Wis.).
- “Youth and Jobs in Canada,” *Canadian Youth Commission*, (Ryerson).
- “Testing and Counselling in the High School Programme,” *Darley*, (Science Research Associates, Chicago, Ill., 1943).
- “Measurement and Evaluation in the Secondary School,” *Greene, Jorgensen and Gerberich*, (Longmans Green).
- “Educational Guidance,” *Strang*, (MacMillan).
- “Occupational Guidance,” *Chapman*.
- “Occupation,” *Brewer*, (Ginn).
- “Guidance Methods for Teachers,” *Dunsmoor and Miller*.
- “Understanding Yourself and Your Society,” *Ewing*.

Much help may be obtained from “Catalogue of Guidance Materials” of the Vocational Guidance Centre, Ontario College of Education, University of Toronto.

## THE GENERAL COURSE—FIRST YEAR

### (B) LANGUAGE OPTIONS

The University of Manitoba requires for matriculation English and one other language. Students intending to proceed to the University should accordingly take French, German or Latin as one of the two options required in the General Course. These are no restrictions with regard to the number of language options that may be selected other than the limitations imposed by lack of teachers qualified to teach these subjects.

In all three courses Level II has been subdivided into IIa and IIb. This work will normally be covered in two years but the provision made for acceleration by students specially recommended will enable these students to cover the whole of the second level in one year.

## FRENCH

### Aims

The Senior High School programme in French is designed to develop in the students an ability to:

- (a) read and understand simple French reading material;
- (b) understand simple French spoken slowly;
- (c) express themselves with some facility in simple French, both in speech and in writing; *and*
- (d) to arouse interest in France and the ways of her people, and in French Canada with her cultural tradition.

### Methods

(a) In order to develop to the point of enjoyment an ability to read in French, an abundance of reading material of suitable difficulty should always be available. The reading programmes for each grade are made up as follows:

#### Intensive Reading

to be read and studied for exact translation in class.

#### Extensive Reading

for supervised, silent reading done for comprehension and not with a view to translation into English. This part of the reading programme should also be used as the basis for composition work, class discussion, oral work, dictation, etc.

#### Supplementary Reading

to be read out of class. A sufficient supply from the recommended lists of reference and supplementary reading should always be on hand.

(b) The teacher *must* speak French in the classroom as much and as often as the time allotted allows. Phonograph records based on Cours Moyen and Cours Élémentaire are available in the Text Book Bureau.

(c) The prescribed text determines to a large extent the programme for written work. The teacher must assume the responsibility for devising means of giving students some oral practice in the classroom, *e.g.*, oral compositions, games, plays, listening and working over school French broadcasts, etc.

(d) The texts prescribed for each grade provide materials that, when supplemented from the teacher's own experience, will help the well directed student to gain some knowledge of the civilization and culture of the peoples who speak the language he is learning. In the higher grades particularly, the reading texts will serve as an excellent source of information of the geography, history and customs both of France and of French Canada. At these grades such knowledge is tested in the examinations.

## THE GENERAL COURSE—FIRST YEAR

### FRENCH I

The course in French I follows on the work done in Grade IX. If the student has not had the benefit of the Junior High School course, he may, on the recommendation of the principal and the inspector cover the work of Grades IX and X in one year.

#### Authorized Texts

- Either "Cours Élémentaire" *Travis and Travis* (Lesson 24 to end)  
or      "Cours Primaire" *Jeanneret* (Lesson 11 to end)  
or      "Junior French" *O'Brien and La France* (Lesson 23 to end)

The student will complete the text started in Grade IX. If "Cours Primaire" is used, the following may be omitted: Chapters 17, 18, 21 to 26.

#### Required Reading

(a) *Intensive*

- "Elementary New French Reader"—  
    " L'Evasion de Dantès"  
    " Cosette"

(b) *Extensive*

- "Elementary New French Reader"—  
    remainder of the text.

(c) *Supplementary*

- "Vingt Jours En Angleterre" *Verdier*  
"Les Laval S'Amusent" *Larive*  
"Trente Petits Dialogues" *Ceppi*  
"Encore Des Petits Contes" *Ceppi*  
"Les Français de France" *Jackson*

#### Phonograph Records

Records based on

"Cours Élémentaire" *Travis and Travis* are available at the Manitoba Text Book Bureau.

### LATIN

#### Objectives of the Latin Course

The educational value of Latin, as of any other study, can be realized only by a deliberate, planned and continuous effort to achieve certain well-defined objectives. The proper objectives will be seen to fit naturally into the design of a general educational pattern. The objectives of the Senior High School in Latin may be divided into two groups, ultimate and immediate objectives.

#### Ultimate Objectives

The ultimate objectives include the reasons for the teaching of Latin, the reasons for its use in an educational programme and the abilities and qualities which it can produce in the student. These objectives are not ultimate in the sense of being far away; they should affect every Latin lesson in approach and method.

## THE GENERAL COURSE—FIRST YEAR

1. *An appreciation of the genius of the Roman people and of the contribution which they have made to civilization.* This contribution is conspicuous in a number of fields—in politics, in the effect of Roman provincial government and Romanization upon the Romance countries; in language, law, religion and in many modern institutions and customs. Much of modern political terminology and theory, e.g. citizenship in a free state, empire or republic is Roman in origin. Here also are included the material achievements of Rome in roads, bridges, arches, aqueducts and monumental public buildings.

Descriptions of the Roman legacy to modern civilization may be found in a number of good histories of Rome; one of the best is Chapter 31 of A. A. Trever, "History of Ancient Civilization, Vol. II; Rome".

But perhaps the most important contribution of Rome to later civilization is to be found in the field of literature and the most important aim of this objective in the Senior High School is the cultivation of the ability to read in the original some of the work of the great literary men of Rome, and the attainment of an appreciation of the influence of Latin literature upon that of later Europe and especially upon English literature, as for example the continuation of the epic tradition of Virgil in Dante and Milton, the lyric poem, and the pastoral form.

2. *A clearer comprehension and a more precise use of the English language through the application of Latin to English.* An important part of this is the study of the Latin source of many English words (more than half the vocabulary of literary and scientific English is derived from Latin); analysis of an English word into its component parts will often give the clue to its exact meaning. Translation into Latin or from Latin gives a new perception of the structure of the English sentence and should improve the student's English grammar.

3. *The perception of the general pattern of language structure and of the changes brought about in the history of language.* This is developed briefly in the statement of the objectives for the Junior High Grades in Latin, p.p. 18 - 19.

4. *The cultivation of (a) desirable attitudes and ideals suggested by the content of the subject, such as a feeling for historical perspective and continuity, awareness that the present is an outgrowth of the past, and tolerance for the manners and ideals of peoples remote in time and place, and*

(b) *desirable habits of study necessary for progress in the language itself, such as sustained attention, orderly procedure, perseverance, accuracy and thoroughness.* These habits and attitudes will result only if there is a determined effort on the part of the teacher to see that they are formed in the study of Latin, and that students learn to apply them to other subject fields and to other aspects of living.

### Immediate Objectives

The immediate objectives consist of that knowledge and those abilities which must be achieved from day to day in order to ensure progress towards the ultimate objectives. They are not essentially different, nor are they only means to an end. They represent partial achievement and are valuable in themselves.

1. *Ability to read Latin of the degree of difficulty prescribed for the grade and also to read in the original representative passages of the greatest Roman literary figures.* This depends for the best results upon the student's ability to comprehend without translation into English the sense of a passage of Cicero or Vergil.

2. *A knowledge of the Latin vocabulary, forms and syntax essential to the comprehension of the prescribed reading.*

3. *The ability to translate into English, at sight, easy passages of Latin prose, the vocabulary and grammar of which are, generally speaking, within the range of the prescribed course.*

## THE GENERAL COURSE—FIRST YEAR

4. *The ability to translate moderately difficult English sentences into Latin and the ability to express ordinary English sentences in Latin.*

5. *The ability to recognize and understand the meanings of English words derived from Latin words encountered in the readings; the recognition of Latin words, abbreviations, prefixes and suffixes incorporated into the English language and in common use.*

6. *An elementary knowledge of the public life of the Romans, the Roman system of government and its merits and defects, Roman virtues and the way in which they deteriorated along with the government, the qualities of the Roman statesman, the class structure of the Roman statesman, the class structure of Roman society.*

The following paragraphs may assist to attain the immediate objectives.

### 1. Reading Latin Authors

The student should be taught to grasp the thought of the Latin sentence in the Latin word order with sufficient analysis to understand the function of each clause and its position in the sentence. This can only be learned by reading as much as possible. Memorization of a translation is not the way to attain ability in reading Latin; the student should learn to see that there are various ways, which may be equally accurate, of translating a Latin sentence into correct idiomatic English and that a translation to be effective must convey the meaning of the entire Latin passage as completely as possible in sensible, clear English. The student should also have some appreciation of the Latin author's style and the ways by which it is attained; finally, the translation should convey as much of this style as possible.

Oral reading should be used to aid comprehension. With careful attention to expression and punctuation, it will indicate the sentence structure and the connections of the various clauses. By oral reading alone can be conveyed the vitality and sonorous quality of the Latin language. The majesty of its poetry and the balanced beauty of its periodic sentences must be spoken to be appreciated. For oral reading pronunciation must be accurate and the quantity of the syllables observed for proper accentuation.

An appreciation of Latin poetry as poetry can never be properly acquired without some knowledge of metre. While time will not permit much instruction in metre, the student should be taught at least to read the dactylic hexameter, "the noblest measure ever moulded by the lips of man". This comes easily with practice and from hearing the teacher frequently read passages from the lesson, after the student has translated them and can follow their meaning. To help the student catch the rhythm it is useful to read Longfellow's hexameters in "*Evangeline*". It is a very easy and natural step from the epic hexameter to the elegiac couplet.

### 2. Vocabulary and Syntax

All the words encountered in reading should be learned but not all need be learned with equal thoroughness. Intelligent guessing should be encouraged when the meaning of a word is not known. The ability to extract from the central meaning of a word the exact shade of meaning which fits the context is important; this alone will lead to any easy translation and will contribute to exact English expression and an improved English vocabulary.

## THE GENERAL COURSE—FIRST YEAR

### 3. Sight Translation

Sight translation should not be too easy but should be roughly within the range of the prescribed course. The student should here learn how to construe accurately; *i.e.*, to follow out the construction of the sentence (for which he must have a sound basic knowledge of the syntax) and to use guessing only as a last resort. In all translations the resulting English sentence must be clearly and sensibly expressed.

### 4. Translating English into Latin

A knowledge of grammatical forms and syntax is essential. The English sentence to be translated should first be analyzed, each word classified as a part of speech and its functions in the sentence; *e.g.* subject, modifiers of subject, verb, modifiers of verb, object or complement. Each subordinate clause should be identified as relative, purpose, result, conditional, etc. This should be done before any attempt at translation is made. The student should be aware that many English words have several senses and that the exact sense must be determined, since generally Latin will have a particular word for each sense; *e.g.*, "ask" in English can be "rogo", "quaero" or "peto" in Latin. He must also understand that Latin expresses ideas generally more simply than English. Some attention must be paid to word order in the Latin sentence; it should be explained that the emphatic position in a Latin sentence is at the beginning and at the end, and that the verb usually comes at the end because it usually is the most important word in the sentence.

When translation from English into Latin is carefully and accurately done it should provide training in analysis of an English sentence or paragraph, in an understanding of the variety of emphasis obtained by a change in word order, and in clarity and simplicity of expression. The best English is the simplest and clearest, with the right word to convey the precise idea desired. Since the student must grasp the exact meaning of the English sentence which he is going to translate, translation from English should lead to clearer thinking.

### 5. Application to English

Application to English is one of the important objectives of the Senior High School Latin course. English derivatives should always be noted and use can be made of them through intelligent guessing in translation, especially at sight. The student's English vocabulary may be improved by indication of the differences in meaning between English words which have a common Latin root; such differences are often indicated by a change in the Latin prefix; *e.g.* *defer*, *infer*, *prefer*, *proffer* and *refer*.

### 6. Historical—Social Content

The reading lessons should be studied not only for exercises in translation but also for content and for information on Roman private life, manners and characteristics, public life and government. The student should learn something of the continuity of tradition in history and literature. Parallels from other peoples and times are useful and here the enthusiastic teacher can illustrate from his or her outside reading.

## LATIN I

### Authorized Text

"Latin for Today" (to the end of Chapter L11, page 270).

Wherever possible the teacher should endeavour to enrich the course by supplementary work in sight reading, discussion of Latin loan words and derivatives in English, and further information about the Roman people, their history, society and ideals. As an aid to this end the school or class-room library should be continually built up from the list of Reference Books in Latin.

## THE GENERAL COURSE—FIRST YEAR

### Suggestions for emphasis in the prescribed course

(a) The Reading Lessons should be studied with three ends in view.

1. Accurate comprehension;
2. Translation into the best English style;
3. Appreciation of the informational content.

A number of the lessons describe aspects of Roman Life which can be further illustrated and described; a number also lead to the discussion of the particular qualities and virtues of the Romans, e.g. patriotism, lessons 35, 47; military skill, 34; independence and sense of honour, 37, 38, 47, 50; pride, the indignity of defeat 49, 50; attitude to the gods, 47 and others. The historical lessons will give a fairly connected outline of the way by which Rome grew in power and of the qualities which made her fit to rule an empire.

### (b) Forms and constructions

The erroneous assumption should be dispelled at once that the Reading Method of teaching Latin requires less organization and drill in essential grammar. It merely supplies the student with an intelligent motive for learning his grammar, and it controls the content of grammar to be mastered, viz., that which is needed to reach each successive lesson. But the essentials thus determined must be thoroughly mastered by the methods which experienced teachers have found to be most effective.

Among the inflections and constructions basic to the course in Latin I are the following:

*Inflections*: the pronouns and their uses (is, hic, ille, ipse, se, quis, qui); third and fourth declensions; third and fourth conjugations (in the present, imperfect and future, active and impactive); comparison and declension of adjectives.

Principal parts of verbs should be memorized, and quantity of vowels in conjugation and declension endings should be learned. It is the only way to learn the correct accent of a word.

*Constructions*: expressions of time and place; distinctions between the various uses of the ablative case; use of participles (to be carefully distinguished from verbal nouns in—ing); *possum* and the complementary infinitive; the accusative with the infinitive.

### (c) Application of Latin to English

Correlation with English should receive constant emphasis in every Latin lesson, because it is intrinsically both interesting and valuable. But teachers are cautioned to be sure of their facts, as superficial resemblances do not always denote true derivation and misinformation is often spread by careless guessing (see *Johnson* and *Lajeune* or a good etymological dictionary.)

In addition to the Latin roots at the core of the larger half of English words, Latin prefixes and suffixes should receive special attention. Excellent discussions of the more common and useful examples of these are to be found in *Latin for Today* (sections 299, 300, 310, 343, 348, 356, 379, 390, 405-6).

### (d) The mythological lessons

The lessons dealing with mythology should be amplified by the teacher and correlated with the countless references to the stories in English poetry (see *Gayley and Guerber*). The pupil's curiosity should be stimulated to read more widely about them. Copies of famous pictures on mythological subjects are extremely useful to arouse interest in this phases of the work which is important from the point of view of general culture. The meaning of myth and its connection with history may be introduced.

## THE GENERAL COURSE—FIRST YEAR

### TEXTS AND REFERENCE BOOKS

#### Authorized Text

"Latin for Today:" (1939 combined edition) *Gray, Jenkins, et al*

#### Reference Books

Grammars: "New Latin Grammar:" *Allen and Greenough*  
"New Latin Grammar:" *Bennett*

#### Factual Information on Roman Life and History

"Roman Panorama:" *H. Grose-Hodge*  
"S.P.Q.R.: History and Social Life of Ancient Rome:" *E. C. Kennedy and G. W. White*  
"Classical Civilization:" *Rome, R. N. Geer*  
"History of Ancient Civilization:" Volume II, *Rome, A. A. Trevor*  
"Rome and the Romans:" *Grant Showerman*  
"A Day in Old Rome:" *W. S. Davis*  
"Everyday Life in Rome:" *Treble and King*  
"Roman Britain:" *R. G. Collinwood*  
"The Grandeur that was Rome:" *H. C. Stobart*  
"Companion to Roman History:" *H. S. Jones*  
"Augustus:" *John Buchan*  
*Virgil* ("Our Debt to Greece and Rome" Series): *Mackail*  
"This was Cicero:" *H. J. Haskell*

#### Fiction on Roman Life and History

"Last Days of Pompeii:" *Bulwer-Lytton*  
"A Friend of Caesar:" *W. S. Davis*  
"Quo Vadis:" *H. Sienkiewicz*  
"The Conquered:" *Naomi Mitchison*  
"The Ides of March:" *Thornton Wilder*

#### Classical Mythology

"Gods and Heroes:" *Gustav Schwab* (an excellent new book which will largely replace preceding handbooks of mythology)  
"A Book of Classical Stories:" *A. J. Merson*  
"Classical Myths in English Literature:" *C. M. Gayley*  
"Classical Myths that Live Today," revised and enlarged edition: *F. E. Sabin*  
"Myths of Greece and Rome," illustrated edition: *Helen Gueber*

#### Teaching Methods

"The Teaching of Latin:" *Mason D. Gray*  
"The Teaching of Latin:" *D. S. White*  
"The Latin Club:" *Lillian B. Lawler*

#### Derivation

"Latin Words of Common English:" *E. L. Johnson*  
"The Latin Key to Better English:" *Hart and Lajeune*  
"Words and Their Ways in English Speech:" *Greenough and Kittredge*

## THE GENERAL COURSE—FIRST YEAR

### Periodicals

"The Classical Outlook," published by the American Classical League, monthly October to May, Miami University, Oxford, Ohio.  
"The Classical Journal," published by the Classical Association of the Middle West and South (Professor N. J. Dewitt, Washington University St. Louis, Missouri)  
(These contain useful teaching hints and other material of value to teachers.)

## GERMAN

A revised course in German will be put into effect in September 1949, when the authorization of the present texts will expire.

In most of the schools in which German is taken as an option the study of the language begins in Grade X. The new course is being prepared on this basis at three levels, German I, German II (a) and (b), and German III. Provision will be made for accelerated students in the General Course to cover the whole of the second level in one year and to complete the course to the Senior Matriculation standard in three years.

### Objectives

The main objective, as in the study of any language other than the native tongue, is the broadening of the mental view through an understanding of the habits of thought and the modes of expression of others. Through this understanding it is hoped to develop added clarity of thought and precision of expression in the mother tongue.

A second objective is social. It is of high importance that the student should realize the contribution that other races have made through their literature to our common civilization. With this end in view it is hoped that reading in the language under study will include some introduction to the work of best authors and that the teacher will endeavour to inculcate a genuine appreciation of the literary quality of the prose or poetry which has been selected for serious study.

These general objectives will be borne in mind in the preparation of the new course. The grammar necessary for an understanding of the basic structure of the language will be studied in the first year, and treated more fully later in the course. Emphasis will be thrown from the start on the development of ability to read widely and rapidly.

It is hoped that teachers will endeavour to direct the study of German with a view to the broad objectives outlined above. Much may be done to vitalize the course by using gramophone records of speech or song. Free reading of easy German should be encouraged and a supply of supplementary readers should be on hand for the use of pupils.

## GERMAN I

### Grammar and Exercises

### Authorized text:

"Basic German", Curtis.

Course: The text.

### Reader

"Graded German Reader for Beginners", Zeydel.

Course: The text.

## THE GENERAL COURSE—FIRST YEAR

### Supplementary Texts

- "A German Vocabulary," *Lenz*
- "Sag's auf Deutsch," *Goedsche*
- "Guide to German Vocabulary," *Prehn*

### Readers

- "Graded German Readers," Books I-V, *Hagboldt*
- "Graded German Readers," (Alternate) Books I-V, *Hagboldt*
- "Fröhliche Stunden," *Schaerli* (Dent)
- "Kai aus der Kiste," *Wolf Durian*, (MacMillan)
- "Spass Muss Sein," *Russon* (Oxford University Press)
- "Der Rollerklub," *Sieluft* (Ryerson)
- "German Without Tears," Book I, *Bell and Hutchinson* (Longmans Green)

### (c) TECHNICAL OPTIONS

The Technical Options in the General Course are:

- Home Economics I
- General Shop I
- Typewriting I or Business Practice I

These will be offered only by schools in which facilities are adequate and trained teachers are available.

The allocation of time for each Technical Option in the General Course is 12% or approximately three hours per week.

### HOME ECONOMICS OPTION

Education in Home Economics is concerned primarily with the development and promotion of the standards of home and family life, and the furtherance of individual and social welfare. It is gaining increasing recognition as an important part of general education.

The course has been designed with a view to certain broad objectives. These include the betterment of home and family living conditions, the development of competence in household affairs, the acquirement of greater ability to solve contemporary problems of life, and the gaining of a broader perspective on social problems. It is intended to assist students in their personal life as members of homes and communities, to develop in them the skills and appreciations needed in their homes, and to help them to assume the responsibilities of citizenship.

Personal assets which have high importance in daily life may be developed through the course. These include sound health, attractive personal appearance, social poise with the power to understand others and to foster pleasant relationships with members of the family and of the community at large.

### Objectives

The objectives of the Home Economics Option are:

1. To develop an appreciation of the part the home plays in the life of the individual, family and community.
2. To encourage good habits of nutrition through the planning, preparation and serving of the day's meals.

## THE GENERAL COURSE—FIRST YEAR

3. To develop an interest in the selection and construction of appropriate clothing, and accessories.

4. To provide an opportunity of relating art principles to the individual—her home, her wardrobe and her food.

5. To develop character and personality in order to assist the individual in meeting the new experiences of an adult world.

*Note 1.*—A detailed discussion of the philosophy basic to Home Economics, education and problems of organization and how to evaluate appears in the "Homemaking Programme of the Junior High Grades" and should be consulted by the teacher prior to planning her year's work.

*Note 2.*—A detailed outline of the full content of this area, together with references, teaching aids, plans for evaluation, lists of minimum achievements, etc., is given in a mimeographed handbook which should be in the hands of every Home Economics teacher, and may be obtained by request from the Department of Education.

### HOME ECONOMICS I

The Home Economics Option in the General Course has been set up as Home Economics I, II and III. This option may be taken in the other courses with a time allocation as indicated in the schedule for each course.

The course has been developed in three areas:

- |  |                      |
|--|----------------------|
| (a) <i>Nutrition and Food Study</i> .....  | 33-40% or 32-38 hrs. |
| (b) <i>Clothing and Fabric Study</i> ..... | 33-40% or 32-38 hrs. |
| (c) <i>Your Home and You</i> .....         | 34-20% or 32-20 hrs. |

The following points should be noted by the teacher of Home Economics:

(a) Completion of any area each year is to be considered as a prerequisite for that area in succeeding years;

(b) It is desirable that the Home Economics option should be open to as many girls as possible;

(c) Since many students have had the advantage of courses offered by the Extension Service and other agencies, teachers and counsellors, after consultation with the principal should place a pupil at the level which she is capable of undertaking.

### HOME ECONOMICS OPTION

#### Foods and Nutrition—Level I

*Time*—33-40% or 32-38 hrs.

*Directive:* The classroom set-up, equipment and pupil background will influence the organization of the content of the areas. For example:

Unit I—Food preservation may be given at each level or may be combined in one level.

Unit II—Flour mixtures will be made a part of the luncheon and dinner lessons.

Unit IV and V—Food Management and Food and Hospitality may be incorporated with Unit II—Meals for the Family.

A list of minimum essentials for meal preparation and food preservation is found at end of Level II in the outline of the Handbook.

#### Objectives of Area

1. The ability to plan, prepare and serve meals:

- to meet the food requirements of the girl, family and others
- according to time, facilities and equipment available.

## THE GENERAL COURSE—FIRST YEAR

### II. The ability to make wise choice in:

- (a) purchasing foods from among the wide varieties found on the market, e.g., choice of quick frozen, fresh, dried or canned.
- (b) judging comparative economic values of food, e.g., (when it is advisable to prepare foods at home).

#### Units of Area

*Unit I—Food Preservation*—8–10% of area time—approximately 4 hours.

An understanding of the need for adequate care in preservation of food and when it is advisable to preserve foods in the home. A study of the cause of food spoilage, factors in success, with practise in canning of fruits and vegetables.

*Unit II—Meals for the Family*—60–45% of area time—approximately 19 hours.

*Unit III—Nutrition*.

Understanding the food requirements of each member of the family and the importance of serving healthful, satisfying and economical meals. Factors in meal planning, Canada Food Rules, simple luncheon dishes, meat and vegetable cookery, flour mixtures and desserts, packing the lunch box as part of meal planning.

*Unit IV—Food Management (Purchasing and Care)* 20–25% of area time—approximately 8 hours.

An understanding of factors that influence food costs. A simple study of labelling and grades, an appreciation of the sanitary handling of food.

*Unit V—Food and Hospitality*—10–15% of area time—approximately 4 hours.

To be able to plan, prepare and serve simple party foods.

#### Basic Text

“Food and Family Living” ..... Gorrell, McKay & Zuill (Lippincott)

## CLOTHING AND FABRIC STUDY—LEVEL I

Time—33–40% or 32–38 hours.

#### Specific Objectives

1. To develop in each student the ability to plan a wardrobe for herself.
2. To help each girl realize that a complete wardrobe is not necessarily large, but is made up of garments suitable for all occasions.
3. To develop skill in the use of the commercial pattern in garment construction.
4. To create interest in making clothes for a personal wardrobe.
5. To develop good work habits in clothing construction.
6. To develop understanding of the importance of intelligent buying of fabrics and clothing.

*Unit I—Wardrobe Planning*—12–10% of area time.

A study of the clothing budget, comparing home constructed and ready-to-wear clothing.

*Unit II—Fabric Study*—18–15% of area time.

An introductory fabric study, stressing classification, source, fabric structure, finishes, etc.

*Unit III—Clothing Construction*—70–75% of area time.

The course is planned to provide opportunity for study and practice in the development of a higher standard of skill in clothing construction. Fine finishes will be emphasized in the construction of a “lingerie” type garment e.g., slip, blouse, housecoat, etc.

## THE GENERAL COURSE—FIRST YEAR

### Basic Text

Craig and Rush "Clothes with Character" ..... *Heath & Co.*  
Any construction book.

### YOUR HOME AND YOU—LEVEL I

Time—34–20% or 32–20 hours.

### Directive

The Area "Your Home and You" has two major units (1) "My Home" and (2) "You", the latter topic dealing with personal and social development. In Levels I and II the student will study "My Home", and in Level III the study in this area will be concentrated on the student's personal and social relationships.

### Specific Objectives

1. To develop appreciation of the principles of art in selecting and furnishing a home.
2. To show how home life may be made happier through convenience, comfort and attractiveness.
3. To develop ability in the selection, use and care of household fabrics and equipment.
4. To develop some ability in the wise use of time and money when furnishing and caring for the home.

### Sub-Units

1. What makes a house a home? (approximately 15%—5–3 hour.)
2. Planning my home (approximately 40%—13–8 hours).
3. Furnishing my home (approximately 45%—14–9 hours).

This course is planned to stress the importance of a well-planned, conveniently arranged and attractive home to the individual, the family.

### Basic Text

"Today's Home Living" ..... *Justin & Rust, Lippincott*  
or "The Girl and Her Home" ..... *Trilling & Williams*

### GENERAL SHOP I

For an outline of this course see "General Shop" in the Industrial Course. For further details apply to the Inspector of Technical Schools, Manitoba Technical Institute.

### TYPEWRITING I

(See Typewriting I—Commercial Course.)

### Authorized Texts

"New Course in Typewriting"—*Moreland (Pitman—Revised Edition)*.  
"Typewriting Techniques"—*Smith, Jarrett and Wright (Griegg)*.

### BUSINESS PRACTICE I

(See Business Practice I—Commercial Course).

A student in the General Course may take Typewriting I or Business Practice I but not both.

### Authorized Texts

"Essentials of Business Practice"—*Beattie and Bennett (Pitman)*.

### Supplementary Texts

(See Business Practice I—Commercial).

## THE GENERAL COURSE—FIRST YEAR

### (D) GENERAL OPTIONS

The general options are:

Art I  
Music I  
British History

The time allocation for each is 12%. Students entering upon optional courses at the first level will be free to elect other options for their second year should they wish to do so.

## ART I

### (a) Introduction

Our purpose in teaching art is not to produce artists but to develop citizens who enjoy art and are conscious of its importance in our lives. History in its narration generally takes little notice of art, whereas, its importance cannot be overlooked. From earliest times man has felt a need to express his joy in the world which surrounds him and each phase of civilization has provided its own form of art. Not only is our knowledge of many historical periods derived almost entirely from a knowledge of their arts and crafts, but art inevitably reflects the conditions prevalent when it was produced. Being cognizant of this close relationship, the study of history should include the arts of the period.

Art is important not only in the field of the fine arts. It has significance in many other fields, *i.e.*, the home, industry, town planning and the theatre. The pupil who has developed the ability to enjoy and appreciate art will be aware of this significance. This ability will enable him to become, in adult life, not only a more discriminating consumer or producer, but a happier and better citizen.

### Objectives

#### 1. To augment the pupil's enjoyment of Art

The pupil must feel that he is gaining some knowledge and acquiring some skill if he is to increase his enjoyment of art. In order that he may experience personal satisfaction the art of the classroom must be that of the busy world—the home, the school, the industrial plant and the country-side.

Significant information and activities that relate art to living, will enable the teacher to make art of conscious importance to his pupils and insure their continued interest. Provision should be made for special interests, and encouragement given to honest effort.

#### 2. To provide opportunity for original expression

Art provides a much needed outlet for individual expression on the part of people in general. The task of developing in our pupils intellectual power to imagine or invent—rather than merely to copy—is a challenge to teachers. We cannot afford however to emphasize creating with nothing as a basis for creating, anymore than we afford to stress factual information and ignore its use. It will be necessary too to provide constructive activities that will provide opportunity for the creation of satisfactory products.

## THE GENERAL COURSE—FIRST YEAR

### 3. To stimulate further appreciation of Art

A further appreciation of art should help to develop the pupil's ability not only to enjoy art but to use intelligent judgment. The basic principles of design have definite value. They should be used in the producing and evaluating of the pupil's own art expression. They should be used in examining the products of artists, sculptors, architects, industrial designers, and other workers in the field of art. They should be used in making decisions which involve questions of selection and arrangement.

An insight into the development of art in our own and other lands is necessary too, if our pupils are to be understanding about the part art has played, and is now playing, in every-day life.

### 4. To increase the pupil's understanding of art materials and techniques

Each type of art work should be true to its materials and processes. Craftsman and machine-workers have honesty of approach in common, but attempts to transfer the ideas of one to the other have led to the production of objects which are not art products but imitations. The material, the tool, and the manipulation of them, determine largely the laws under which shape and decoration are developed. Possibilities of a medium should be explored before expression is attempted. One would not use oil paint on water-colour paper or rough textured clay for modelling fine china.

Improvement in techniques will come with opportunities for practice provided by interesting art and craft activities. We need to remember though that we cannot afford to sacrifice the personal element in all art expression for technical perfection. It is this personal element which is our only guarantee that an interest in art will carry over to make adult life happier and more satisfying for our boys and girls.

#### Time allotment

Of ninety-six hours class time, approximately ten hours should be sufficient for formal lessons in art appreciation, since a deepening of aesthetic experience should be a by-product of every art lesson.

Normally each pupil will divide the rest of the time about equally between creative expression and applied design. Teachers are not expected to "cover" the work as set forth, since the field of art is so extensive that no teacher can be expected to have a complete comprehensive acquaintance with it. He will select those things to teach, which he can teach successfully, it being understood that "teach successfully" means that the pupils are making progress towards the achievement of the objectives as outlined above.

#### Standards of evaluation

Though pupils of high-school age may be more mature in their art expression than those of the preceding grades, it should be remembered that years of study and practice are required for any artist to achieve even a modest degree of technical competence. Consequently it is hardly reasonable to apply adult standards to the evaluation of student work. This work should be judged rather by such considerations as the following.

## THE GENERAL COURSE—FIRST YEAR

1. Is the pupil absorbed in his work, does he find satisfaction in the consciousness of increasing power?
2. Is the pupil sincere in his art expression?
  - (a) All forms of copying, and the repetition of hackneyed symbols (*i.e.* the comic-strip formula for the face of a pretty girl) should be discouraged.
  - (b) Any evidence of thinking in terms of the medium or in terms of the idea should be encouraged.
3. Is the pupil growing in the ability to express his ideas creatively?
  - (a) Do the ideas which he wishes to express indicate increasing maturity?
  - (b) Does the work show evidence of increasing taste in the application of design principles, colour, harmony, drawing skills, etc.?
  - (c) Is the pupil willing to try out new media or to experiment with old ones?
  - (d) Is he willing to tackle more difficult or more complicated problems?

The production of an attractive piece of work which can be displayed and admired is not an end in itself. Sometimes the pupil learns a great deal from an over-ambitious but unsuccessful effort. A student's drawing is a good one if the student has learned something by making it.

### (B) CREATIVE ARTS

Teachers in charge of Art Education should have copies of the Elementary and Junior High School Curricula.

The principles of composition are clearly set forth in the Junior High School programme. These should be reviewed and used as the basis for evaluation of the student's work, and their activities selected to the further understanding and application of these principles.

Students should ask themselves:

- what is the centre of interest in the composition?
  - what attracts the eye to this centre of interest?
    - (a) position?
    - (b) colour?
    - (c) lines leading to it?
    - (d) size?
  - do subordinate ideas give sufficient support to the centre of interest?
  - do ideas and shapes harmonize?
  - are surrounding shapes interesting?
  - does the eye move over the whole design and back to the centre of interest?
- Some designs, however, are planned as all-over patterns and have no centre of interest.

## THE GENERAL COURSE—FIRST YEAR

### Making pictures

The students should be asked to select for illustration a poem, a story or an historical incident—those which stimulate vivid images are obviously most suitable.

A significant couplet or sentence could be selected and pupils sketch their own reaction either in pencil, chalk, charcoal or crayon. This could be translated into another medium if desired. For example:

“A gallant fleet sailed out to sea,  
With the pennons streaming merrily—”  
(John Hunter Duvar—“The Mermaids’ Song”)

Students underline significant words, and these should be the keynotes emphasized in the picture.

Other topics which could be used for this type of work are:

- image-forming words
- descriptive sentences
- children’s own activities.

### Cartooning

Cartooning should be one of the sections of illustration. If the students show any creative ability in this work, it should be encouraged.

The copying or repetition of the syndicated cartoons found in newspapers is not acceptable since it does not represent original thinking.

For this reason students should be encouraged to cartoon events of school or home life.

### Sketching

This work can be included in illustration but out-door sketching should not be neglected.

During favourable weather students could sketch outdoors, while during inclement weather working from the windows could be attempted.

It would be wise if the teacher would first discuss the principles of design, placing of centre of interest, selection and elimination, etc.

### Still-life

Objects suitable for still-life drawing need not necessarily be objects of decorative value in themselves. There could be grouping of books—cutlery and dishes, shoes, science equipment, vegetables, fruit, suitable combinations of any objects that would give a good composition.

Groups might be selected for a variety of texture, rough and smooth surfaces, high lights and low darks, harmonious colour combinations.

### Media

There is a variety of media suitable for work amongst the high-school student.

Pencil, crayon, pen, coloured chalk, coloured pencil, poster-paint, water colour, oils, tempera, charcoal and graphite.

## THE GENERAL COURSE—FIRST YEAR

### Paper

Suitable for student work are newsprint, manilla paper, cartridge drawing paper, brown-wrapping paper, charcoal paper, wall-paper, graph-paper, ricene, coloured poster-board and construction paper.

Linen or cotton canvas, unbleached cotton (sized) and a light sized cotton (used by painters) called "save-a-coat," can be used for oil painting. Poster board and a light weight building-board are good also if a coat of flake or zinc white mixed with turpentine is painted on.

Masonite covered with a thin coat of shellac or whiting mixed with glue may be also used for oil painting.

### References

- "*The Art of Colour and Design*"—Maitland Graves, (McGraw-Hill Co.).
- "*Art Activities in the Modern School*"—Nicholas, Mawhood & Trilling, (MacMillan).
- "*Figure Drawing for all its Worth*"—Loomis, (Viking Press).
- "*Pleasures of Out-door Sketching*"—Hoagland, (Viking Press).
- "*Design Technics*"—Payant.
- "*Pictures to Grow up With*"—Gibson Studio.
- "*The Art Teacher*"—Lemos
- "*Water Colour Technique*"—Carlson
- "*Planning and Producing Posters*"—Lemos.
- "*Teaching Creative Arts in the Schools*"—Ecott.

See Junior High reference list.

### (C) ART APPRECIATION

The introduction to the new curriculum for Manitoba schools states "Appreciation must be the emotional response of the child". Every art lesson may be a lesson in art appreciation, and information about artists and art movement can supplement that response so that the child may develop keener interest in art.

It is recognized that the understanding of certain basic factors is essential in any intelligent appreciation of art and its story of development, as expressed in painting, architecture, sculpture and the graphic arts. These factors include an examination of the economic and social conditions, along with climatic and geographic environment, influencing the so-called periods into which the history of art is divided.

A reasonable study of the principles included in the practice of art—drawing, colour, design, composition, artistic perspective and craftsmanship—is essential.

### Canadian Art

The outline that follows is not exhaustive. It indicates topics in the field of Canadian Art that could be explored and gives suggestions as to subject matter. Where reference material is available pupils should be encouraged to do the necessary research work themselves.

## THE GENERAL COURSE—FIRST YEAR

### References

- “*Arts and Crafts of Canada*”—McRae, (Macmillan).
- “*A Short History of Canadian Art*”—McInnes, (Macmillan).
- “*Canadian Artists Series*”—(Ryerson).
- “*Made in Canada*”—(Ryerson).
- “*Picture Appreciation*”—Books I and II E. V. K. Grayson.
- “*Canadian Art*”—4 issues yearly (Box 384 Ottawa).
- Prints—National Gallery, Toronto Art Gallery.
- Films—Visual Education Branch, Dept. of Education, Winnipeg.  
National Gallery, Ottawa.  
National Museum, Ottawa.  
Winnipeg Public Library—William Ave., City.

### 1. Indian Arts and Crafts

Authentic designs—as illustrated by pictographs, painted lodges, totem poles, clothing and basketry.

Influence on Canadian art—provided subject matter for Canadian artists, i.e., Kane, Carr, Suzor-Coté.

### 2. French Canadian Arts and Crafts

First craft school—established by Laval.

Church art—chalices, incense burners.

Architecture—bell-cast roof.

Wood-carving—Louis Jobin.

Other crafts—weaving, hooked rugs, brass and metal work.

### 3. Development of Canadian Painting

Topographical drawing—Hennepin, Bartlett (1780-1850)

First Art Society—founded in Toronto (1834).

Paul Kane sent work to first exhibition—Indian subjects. Died 1871.

Montreal Art Association—founded 1860.

Krieghoff—recorded habitant life. Died 1872.

Ontario School of Art—founded 1872.

Royal Canadian Academy and National Gallery—founded 1880.

New influence—Impressionism. Morrice, Tom Thomson.

Group of Seven—Carmichael, Harris, Jackson, Johnson, Lismer, MacDonald, Varley (1919-1933).

Contemporaries of Group of Seven—Cullen, Coburn, Holmes, Walker Brownell, Gagnon, Fitzgerald.

Canadian Painting to-day—as exemplified by current exhibitions and mural paintings.

### 4. Characteristics of Canadian Painting

Earlier painting—European in style.

Group of Seven paintings—used Canadian landscape motifs with freedom of decorative design; emphasized colour, line and pattern; common qualities were brilliant colours, strong rhythmic lines, and decorative simplicity; emphasized Canadian landscape rather than Canadian life; displayed creative spirit.

Painting to-day—more emphasis in recent exhibitions on humanity as part of life; more interest in personal interpretations of subjects.

## THE GENERAL COURSE—FIRST YEAR

### 5. Sculpture

Louis Jobin—wood carving (died 1928).  
Philippe Hebert—monuments (died 1917).  
Suzor-Coté—bronze figurines (died 1937).  
Walter Allward—Vimy Ridge Memorial.  
Emanuel Hahn—monuments, wood carving.  
Elizabeth Wyn Wood—Canadian subject matter and new materials.

### 6. Print-making

Types—lino-cuts, wood block prints, silk-screen prints, etchings (pupils own work in lino-cuts could lead to an examination of such types of prints as these)  
W. J. Phillips—colour wood block prints.  
Thoreau MacDonald—book illustrations.

### 7. Personalities in Canadian Art

Brief biographical sketches of artists.

### 8. Handicrafts in Canada to-day

Where examples of good design are obtainable products of such crafts as the following could be discussed—pottery, textiles, carvings, rugs, furniture, glassware, metalware, and stitchery. An exhibition might be arranged—pictures could be substituted for some products.

### 9. Canada's Contributions of Art Materials and Motifs

Materials—porcupine quills, moose-hair, leather, clay, wood, metals, plastics, etc.  
Motifs—maple leaf, pine tree, elevator, etc.

### 10. Aids to Development of Interest in Art and Handicrafts

(a) Art Societies, Handicraft Guilds, Art Galleries, Museums, Art Schools, Art Exhibitions, Saturday Morning Art Classes for Children.  
(b) Radio, films, books, magazines.

### (D) LETTERING

Information about skeleton block and Roman alphabets. Position of wide and narrow parts. Spacing, letters and words.

Letters to be finally inked.

Monograms.

Lower Case.

Position of Serifs—Why and how applied. Lettering may be used with decorative design.

Lettering has wide application in school activities. Poster, school advertising, school paper.

Use of Speedball Pen.

Use of fine pen outline filled in with brush.

Use of spatter.

## THE GENERAL COURSE—FIRST YEAR

### (E) COLOUR

One prism to be supplied to each art teacher to demonstrate the theory of colour as we know it. Explain the difference between light and pigment.

A colour chart to be in every room containing disks of colour demonstrating meaning of the primary, secondary, and intermediate hues.

Colour arrangement illustrating Complementary, Split-complementary triad, analogous and monochromatic harmonies.

Collect examples of colour schemes as found in magazines, etc., and place in scrap-book or folio for reference.

Opaque colours, transparent water colour, coloured papers, coloured fabrics, etc.

Silk screen—spatter work.

Media—poster colour, water colour.

### (F) CRAFTS

Study of basic motifs of all countries—with special reference to Indian designs.

Study of Peasant and Indian motifs.

Development of natural forms both naturally and conventionally, geometric and abstract styles, to be applied to the following activities:

1. Lino cutting for greeting cards for various occasions, book-plates, plates, table-mats, handkerchiefs, etc.
2. Textile printing—block printed scarves. Spatter work—Silk printing.
3. Stitchery. Various types of stitches and their application. Something for specific use such as belts, samplers, etc.
4. Cut paper—applied to boxes. Papier mache—wood tray decoration.
5. Leather—card case, comb case, simple book jacket, suitable purse, to be thonged and decorated with simple tooling.
6. Weaving—small box loom articles—scarf or bag in plain stripe or simple plaid.
7. Basketry—raffia—reed or twisted paper (opportunity for simple design).
8. Pottery and clay modelling—small bowl, tile and novelties.
9. Papier Maché—plates, small bowls, relief-maps, heads for puppets, beads, masks, spatter work, silk printing.
10. Marionettes—construction, costuming, stage settings. Collect examples for scrapbook.

### References

- "Teaching Book-bindery in Schools," S. Goodyear, (Evans Bros., Montague House, Russell Square, London, England).
- "Leather Craft," The Hobbycraft Series, Johnson & Newkirk, (Webb Publishing Co., St. Paul, U.S.A.).
- "The Art of Pottery," Gall & Van Etta, (Bruce Publishing Co., Chicago and Milwaukee, U.S.A.).
- "Simple Metal Work," Kronquist, Pelikan, (The Studio, How to do it Series, The Studio Ltd., London, England).
- "Fabric Printing in the Schools," H. Wooller, (Evans Bros.).
- "Coiled Basketry," M. Swannell, (George Philip & Sons, Fleet Street, London, England).
- "Practical Basketry," Anna Gill, (David McKay Publishers, Philadelphia, U.S.A.).

## THE GENERAL COURSE—FIRST YEAR

- "*Alphabets*," Edward Strange, (Bell and Sons, Ltd., York House, Portugal Street, London, England).
- "*66 Alphabets*," Cecil Wade & Lewis Day, (Bell and Sons, Ltd.).
- "*Introduction to Colour*," T. E. Dickson, (Pitman & Sons).
- "*Elementary Design*," B. Sleigh, (Pitman & Sons).
- "*Industrial Arts & Design*," Varuum, (The Manual Arts Press, Peoria, Ill., U.S.A.)
- "*Raffia Basketry*," Ashley, (Deerfield, U.S.A.).
- "*Industrial Art-Text Book*," Snow and Froehlich, (Prang Co., Chicago and New York).
- "*How to Make Lino Blocks*," Sprague.
- "*P's and Q's*," Tannahill.

## MUSIC

Music in the Senior High School may be taken:

- (1) As a General Option (Music I).
- (2) As a "Special Activity" (see Outline of Courses).
- (3) As a High School Music Option (as adopted by the Universities and Departments of Education of Manitoba, Saskatchewan and Alberta, acting through the Western Board of Music).

### Notes:

- (1) The outline given below is that of Music I, which is a General Option in the First Year of all courses.
- (2) "Special Activities"—In each course provision is made for time for such activities as preparation for musical festivals, etc.
- (3) For full particulars of the High School Music Option see the Syllabus issued by the University of Manitoba School of Music.

## MUSIC I

(Except by authority of the Minister this course is to be taught only by a teacher who holds a specialist's certificate in Music).

### A. Theory: (30%)

As required for Grade III, University of Manitoba School of Music.

### B. Participation in choral or instrumental groups (20%)

This includes participation in school choirs, operas, orchestras or small instrumental ensembles, and vocal duets, trios, ensembles for festival performance. When possible, the songs studied might be chosen to illustrate the various phases of music growth outlined below.

### C. History of Music (50%)

The following outline covers the development of various forms of music to approximately the close of the 18th century. The purpose of this course is to give a working knowledge and an intelligent appreciation of the literature of music within this period. To have real educational and cultural value, these musical facts should be illustrated, either by recordings, or by actual performance of songs or instrumental compositions.

## THE GENERAL COURSE—FIRST YEAR

### 1. Folk-Song

- (a) Characteristics of folk-song.
- (b) Influence of climate and of geography upon folk-song.
- (c) Influence of historic events and political conditions.
- (d) Racial characteristics revealed in folk-songs.
- (e) Various types:
  - 1. Folk-dance songs
  - 2. Work-songs.
  - 3. Marching songs.
  - 4. Ballads.
  - 5. Love-songs.
  - 6. Love of nature and the homeland in folk-songs.
- (f) Later vocal and instrumental compositions based upon folk-music

### 2. Growth of Church Music

- (a) Early Church Music—4th to 13th Century:
  - 1. Our inheritance from the Hebrews; psalm-singing and the use of instruments.
  - 2. The Ambrosian chant.
  - 3. The Gregorian chant (plain-song.)
  - 4. Early part-singing (organum and discant):
    - (a) Hucbald—use of fifths.
    - (b) Guido of Arezzo—Introduction of fourths and solfeggio
- (b) Rise of the Great Schools of Polyphonic Choral Music:
  - 1. Flemish: William Dufay (1400-1474).
    - Josquin des Prez (1450-1521).
    - Orlando di Lasso (1532-1594).
  - 2. Spanish Victoria (Vittoria) (1535-1611).
  - 3. English: Byrd (1542-1623).
  - 4. Italian: Palestrina (1524?-1594)—very climax of church music; established standards of beauty, purity and sincerity never since surpassed.
- (c) Culmination of Contrapuntal School:  
Johann Sebastian Bach (1685-1750).
  - 1. Chorales, Motets, Cantatas.
  - 2. Choral Preludes and other organ music.
  - 3. B. Minor Mass.

### 3. Growth of Secular Music

- (a) Music of the Age of Chivalry:
  - 1. Troubadours.
  - 2. Minnesingers.
  - 3. Die Meistersinger and the Guilds.

## THE GENERAL COURSE—FIRST YEAR

(b) Rise of the Madrigal (Contemporaneous with the rise of Polyphonic church music).

1. The Netherlands: Dufay, des Prez, di Lasso.

2. Italy:

Palestrina.

Monteverdi (1567-1643).

3. England:

John Wilbye (1574-1638).

Wm. Byrd (1543-1623).

Thos. Morley (1557-1603).

John Dowland (1562-1626).

Thos. Weelkes (1575-1623).

Orlando Gibbons (1583-1625).

4. Love of Song in Elizabethan England:

1. Influence of the Queen and great nobles.

2. Prevalence of distinguished poets and musicians.

3. Widespread singing of rounds, catches, madrigals.

4. Use of songs in the plays of Shakespeare.

5. Street cries.

6. Lute songs.

### 4. Growth of Early Keyboard Music

(a) The virginals and the harpsichord in England:

1. Distinction between.

2. Tone qualities and limitations.

3. Composers: Hugh Aston, Wm. Byrd, Giles Farnaby, John Bull, Orlando Gibbons, Henry Purcell.

(b) The clavichord in France and in Italy:

Jean Philippe Rameau, Domenico Scarlatti.

(c) The Well-Tempered Clavichord—J. S. Bach, Founder of Modern Pianoforte Technique.

(d) Modern performers on the harpsichord.

### 5. Simple Elements of Form and Design in Music

(a) Study of Binary and Ternary Form, as revealed in Folk Songs, Hymns, Minuets, Gavottes, and other Dance Forms.

(b) Consideration of various instrumental forms in use at the time of Bach:

1. Partitas and Suites: Allemande, Courante, Bourree, Gavotte, Sarabande, Gigue, Minuet, Hornpipe, Passepied, Passacaglia, Chaconne, Pavane, Polonaise, Rigaudon, Siciliana, Musette.

2. Rondo.

3. Theme and Variations.

(c) Detailed study of the Fugue.

## THE GENERAL COURSE—FIRST YEAR

### 6. Rise of Opera

#### (a) Early Influences:

1. Use of music in ancient Greek plays.
2. Use of music in old mystery and miracle plays.

#### (b) In Italy:

1. Birth of opera—"Camerata" in Florence: "Euridice," a music-drama by Peri and Rinuccini.
2. Development of chorus and bel canto.
3. The opera in Venice under Monteverdi (1567-1643).
4. Opera seria and opera buffa—distinction between and development.
5. Rise of ballet through opera buffa, especially in Italy.

#### (c) In France:

1. Robert Cambert (1628-1677).
2. Lully (1632-1687)—the overture.
3. Gluck (1714-1787)—his high ideals and reforms.
  - (a) Orfeo, Alceste, Iphigenie en Aulide.
  - (b) His theories.
  - (c) Historic musical battle between Gluck and Piccinni.

#### (d) In England:

1. Humfrey Pelham (1647-1674) and Henry Purcell (1658-1695).
2. Masques: William and Henry Lawes—use of continuous airs, recitative and choruses.
3. Handel (1685-1759): 42 operas (beautiful music, but not music-drama in best sense).

#### (e) In Germany:

1. Mozart (strongly influenced by Gluck's beliefs).  
Marriage of Figaro  
Don Giovanni  
Così fan Tutte  
The Magic Flute.

### 7. Rise of Oratorio

1. Founding of Society of Oratorians in Rome about 1600.
2. First Oratorio, "Representation of the Soul and Body" (Cavalieri).  
"a mystery play set to music with scenery and costumes."
3. Giacomo Carissimi (1605-1674), made distinction between opera and oratorio—introduced Narrator.
4. Heinrich Schutz (1585-1672), modified oratorio to suit church presentation, introduced chorale—developed Passion Music.
5. Handel in England: Italian form of oratorio—use of choruses, treatment of recitative and aria—written, not for church, but for concert hall.
6. Bach's Passion Music and Christmas Oratorio, "To the Glory of God Alone."

### 8. Instrumental Music in the 18th Century (Music for the Court)

1. The sonata.
2. The violin family and chamber music.
3. The first symphonies:
  - (a) Their form (relate to form of Sonata).
  - (b) Orchestration
  - (c) Designed, not for the concert hall, but for the court.

## THE GENERAL COURSE—FIRST YEAR

### 9. The Great Lyrics of Schubert

1. Distinction between "folk" songs and "composed" songs.
2. Songs in folk-style, narratives and pure lyrics.
3. Great singers of Schubert's day.

## HIGH SCHOOL MUSIC OPTION

Students taking the High School Music Option study the subject under private teachers. This special course is not to be confused with the general course in Music I, II and III.

The High School Music Option may be offered for credit in the last year of the Junior High School (Grade IX) and in each year of the Senior High School.

Credit will not be granted in any one year for both the general course in Music and the special courses in the High School Music Option.

No prerequisite is necessary for a music student who wishes to take music option in the High School.

Four consecutive grades in music are required for the four years, but the music grades must be at least the minimum required for these grades.

A student may claim music option credit in any High School grade, provided he has attained the minimum music standing for that grade.

Any student claiming music option credit should be prepared to present a music certificate showing evidence of standing.

The mark obtained in music option will be included with those awarded in the other subjects of the grade when necessary to determine the aggregate or the average mark.

Students desiring to take the music option as an elective should make the necessary arrangements with the school principal. Full information concerning the music option may be obtained by referring to the syllabus which can be obtained from the University School of Music.

The following are the minimum requirements for each year:

### Junior High School

#### Grade IX

Music Option A

Piano or Violin (Grade V)  
Rudiments (Grade II)—one paper

### Senior High School

#### First Year

Music Option B

Piano or Violin (Grade VI)  
Theory (Grade III) one paper

#### Second Year

Music Option C

Piano or Violin (Grade VII)  
Theory (Grade IV)—one paper

#### Third Year

Music Option D

Piano or Violin (Grade VIII)  
Theory (Grade V)—one paper  
History (Grade V)—one paper

#### Fourth Year

Students who have completed the general course in Music will be allowed to offer Music Option C or Music Option D as one of the two Required Options for the Fourth Year.

## THE GENERAL COURSE—FIRST YEAR

The minimum requirements for Junior Matriculation are:—  
Theory Grade IV *with*

- either* Piano or Violin (Grade VII)  
*or* Viola or Violoncello (Grade IV)  
*or* Singing (Grade I)

(See Music Option C)

The minimum requirements for Senior Matriculation including Entrance to Normal and Entrance to Music II in the School of Music are:

Theory (Grade V)  
History (Grade V)  
Harmony (Grade VI) *with*

- either* Piano or Violin (Grade VIII)  
*or* Viola or Violoncello (Grade V)  
*or* Singing (Grade II)

(See Music Option D)

For fuller information regarding this course write for the Syllabus of the University School of Music.

Teachers are asked to note the following changes:

- A. Revised Piano Technique
- B. Errata:  
Piano Corrections as to Pieces  
Violin Corrections as to Pieces
- C. Date changes for 1950  
Theory Examinations in February—3rd and 4th, 1950  
Theory Examinations in May—12th and 13th, 1950
- D. Manitoba closing dates for applications of Theory examinations:  
February.....December 15th  
May.....April 1st  
Manitoba closing date for applications of June Practical examinations:  
April 1st.
- E. Students preparing the A.M.M. may present either Grade IV or Grade V Theory with Grade VII (five papers) as the theoretical requirements.
- F. University of Manitoba School of Music are the only examinations accepted by the Department of Education for Music Option.

## THE GENERAL COURSE—FIRST YEAR

### BRITISH HISTORY

As indicated in the outline of the course Social Studies I, in addition to the core course each year there will be a complementary option in this field. In the first year the core course is geographical and the option is historical. In the second and third years the core courses will throw the emphasis upon history and the option courses upon geography.

### BRITISH HISTORY

#### Authorized texts

- The British People*, Anstey  
or *A Short Social and Political History of Britain*, Mackie  
or *History of England*, Carrington and Jackson.

The course does not follow a prescribed text but its content is indicated in five major units. In the treatment of these units a large degree of liberty is permitted to the teacher who will develop the themes with due regard to the central aim of the course—an understanding of the historical background of the British Commonwealth of Nations, particularly of the development of British social and political institutions.

#### Unit I:

*The Racial Origins of the English People*

#### Unit II:

*The Social and Economic Development of England*

- (a) England before the Conquest.
- (b) Life in Medieval England.
- (c) The Renaissance.
- (d) The Making of Modern England.

#### Unit III:

*The Development of the Constitution*

- (a) The Moots of Saxon England.
- (b) The Effects of the Norman Conquest.
- (c) Magna Carta.
- (d) The Growth of Parliament in the 13th Century.
- (e) The Decline of Parliamentary Power under the Tudors.
- (f) The Struggle Between Parliament and the King.
- (g) The Bill of Rights.
- (h) The Development of the Parliamentary System.
- (i) The Extension of the Franchise in the 19th and 20th Centuries.

#### Unit IV:

*The British Isles*

The history of the political and social relationships of England, Scotland, Ireland and Wales.

## THE GENERAL COURSE—FIRST YEAR

### Unit V:

#### *The British Commonwealth of Nations*

A detailed history of each member of the British Commonwealth is not required but a broad understanding of the settlement and development of the major parts of the Empire should be developed, together with a knowledge of their present status in the Commonwealth and of the part played by each nation in the affairs of the Empire and of the World to-day.

### Reference Books

There are many excellent texts and works of reference in this field. The following are specially recommended for their bearing or particular phases of British History.

*Life and Work in England*, Mrs. H. A. L. Fisher (a sketch of the social and economic history of England).

*Britain's Story* (Book III), *Britain and the Modern World* Bellis, (This book tells the story of the social and economic developments from the beginning of the 18th century).

*The Kingsway Histories* (Book II), E. Wynn Williams. (This gives the history of England from the days of the Stuarts to the present times.)

*The House of History—The Fourth Storey*, Dorothy Gordon. (The modern social and industrial history of England.)

*The House of History—The Third Storey*, Muriel Masefield. (The history of England from the days of early Georges to date.)

*A Short History of Britain*, Rayner. (This book gives the national history from prehistoric Britain to the outbreak of the second World War.)

*Britain's Story*, E. Wynn Williams—revised and adapted for Canadian schools by J. L. Gill and R. F. S. Baird. (The story of Britain from the time of the Elizabethans.)

*The British Commonwealth and Empire*, Muriel Masefield. (A comprehensive treatment of the development of the Commonwealth and Empire from the Age of Discovery to date.)

*Charters of Our Freedom*, Trotter. (This book is unique in that it contains the principal documents which form our written constitution. It is of great value in tracing the development of parliamentary government.)

#### *Magazines, Journals, etc.*

Many of the current periodicals contain articles and illustrations that may be put to effective use in the teaching of British History. Teachers are advised to encourage the pupils to search for such material.

## COMMERCIAL COURSE

### THE TECHNICAL COURSES—FIRST YEAR

The Technical Courses (Commercial, Home Economics, Industrial and Agricultural) have been developed at three levels. They will normally be covered in three years. A student may enter in a technical course when he has completed Grade IX, but the term "Grade" will not be used to denote standing in a Technical Course. Such standing will be known as First Year, Second Year or Third Year of the particular course.

Departmental certification will be accorded on satisfactory completion of the full course. As in the General Course provision will be made for students who do not take the full number of subjects or who do not meet the required standards. The school standing on leaving of such students will be reported by the inspector to the Department for record. A transcript of this statement may be obtained from the Registrar.

### THE COMMERCIAL COURSE FIRST YEAR

#### (A) General Subjects

The General Subjects in the Commercial Course are:

English.....	12%
Social Studies.....	10%
General Science.....	10%
Health and Physical Training.....	6%
One General Option.....	10%

#### English I (Basic Studies)

See "English I—Basic" in the General Course. Students may take English IA or English IB in place of English I—Basic if time-tabling permits.

#### Social Studies

See "Social Studies I" in the General Course.

#### Health and Physical Training

See "Health and Physical Training I" in the General Course.

#### General Science

The work in Science in the Commercial Course in the First Year will be:  
*General Science I (Com).*

#### Authorized Text:

*Everyday Problems in Science*, Beauchamp, Mayfield and West. With Work Book and Teacher's Guide.

- Unit I—How do scientists make discoveries?
- Unit II—What are things made of?
- Unit III—How can materials be changed?
- Unit IV—How do we use and control fire?
- Unit V—How are all living things alike?
- Unit VI—How does your body use food?
- Unit VII—How can you keep yourself in good physical condition?
- Unit VIII—How can you help your body fight disease?
- Unit IX—How do we control heat?
- Unit X—What makes the weather change?

## COMMERCIAL COURSE

### Practical Work

See outline of experiments in the General Course (Units I to X).

### General Option

Any additional subject from the following list:

French I or French Language Option I  
Latin I  
German I  
Home Economics Option I  
General Shop Option I  
Art I  
Music I or Music Option B  
British History.

### (B) Technical Subjects

The Technical Subjects in the Commercial Course are:

General Mathematics.....	10%
Guidance and Occupation.....	3%
Typewriting.....	12%
Business Practice.....	10%
Spelling.....	5%
Unclassified Time <i>or</i> Special Activities <i>or</i> Supervised Study	12%

### General Mathematics I

See "Mathematics" in General Course. Students may take Mathematics I in place of General Mathematics I if time-tabling permits.

#### Authorized Text:

*Mathematics in Daily Use*—Hart, Gregory and Schult.  
Units I to VI.

### Guidance and Occupation

See Guidance I in the General Course.

### Typewriting I (Com.)

#### General Objectives:

1. To train pupils in typewriting techniques that will produce the best results in the shortest time.
2. To inspire students to strive constantly to better their technique and performance.

## COMMERCIAL COURSE

### Specific Objectives for the First Year

- (1) Mastery of the keyboard, capitals, figures, signs and punctuation marks using the touch system.
- (2) Knowledge of the names of the operative parts of the machine and of care and cleaning.
- (3) Placement, both horizontal and vertical.
- (4) Ability to type in printed lines.
- (5) Placement of simple business letters.
- (6) Addressing of envelopes.
- (7) Knowledge of syllabic and capital rules.
- (8) Knowledge of types and symbols.
- (9) Typing from copy (three to five minutes) at a net rate of 25 words per minute.

### Suggestions

Accurate proof-reading should be developed early.  
Guard against type-overs and erasures.

### Marking Scale

For Marking Scale for Typewriter I, apply to Inspector of Technical Schools, Manitoba Technical Institute.

### Authorized Texts

*New Course in Typewriting*, Moreland (Pitman, revised edition).  
*Typewriting Technique*, Smith, Jarrett & Wright (Griegg).

### Spelling I (Com.)

#### Authorized Text

*Vocational Speller*, Dickinson (Pitman).

### Business Practice I (Com.)

#### Objectives

To teach students:

- (1) to keep simple records for personal use, for clubs and other organizations;
- (2) to know and to be able to handle simple business forms, receipts, cheques, etc;
- (3) to understand the business practices involved in ordinary life.

#### Authorized Text

*Essentials of Business Practice*, Beattie & Bennett (Pitman).

#### Supplementary Texts

*Banking and Exchange*, Steinberg (Pitman).

*Course in Record-keeping*, Beattie, Ferguson & Hoffman (Pitman).

*Business Letter Writing—Applied English and Filing*, Warner (Pitman).

*Manual of Canadian Business Law* (Western Ed.) Falconbridge and Smith (Pitman).

*Elements of General Business*, Polisbook, Beighey and Wheland (Ginn).

*Filing Instruction Course*, Office Specialty Co., Winnipeg.

#### NOTE:

There are many good films available for use with this course.

# THE HOME ECONOMICS COURSE

## FIRST YEAR

### (A)—GENERAL SUBJECTS

The general subjects in the Home Economics Course are:

English.....	12%
Social Studies.....	10%
General Mathematics.....	10%
Health and Physical Training.....	8%
Option or Unassigned Time or Supervised Study or Special Activities	10%

#### English I—Basic

See the General Course. Students may take English IA or English IB in place of English I—Basic if time-tabling permits.

#### Social Studies

See Social Studies I in the General Course.

#### Authorized Text

“World Geography”.....*Bradley*

#### General Mathematics

See the General Course. Students may take Mathematics I in place of General Mathematics I if time-tabling permits.

#### Authorized Text

“Mathematics in Daily Use”.....*Hart, Gregory and Schult*

#### Health and Physical Training

See the General Course—Health and Physical Training I.

#### Option

Any of the following:

- French I or French Language Option I
- Latin I
- German I
- General Shop Option I
- Art I
- Music I or Music Option B
- British History

With the consent of the principal the time allotted to the option in the Home Economics may be treated as unassigned.

## HOME ECONOMICS

### (B)—TECHNICAL SUBJECTS

The technical subjects in the Home Economics Course are:

General Science..... 10%

#### *Home Economics I-A*

(1) Foods.....	12%–10%
(2) Home Management.....	4%– 5%
(3) Child Care and Development.....	2%– 3%

#### *Home Economics I-B*

(1) Clothing and Textiles.....	12%–10%
(2) Related Arts and Crafts.....	4%– 5%
(3) Personal and Social Development.....	3%– 4%
(4) Special Projects.....	3%

### General Science I—(Home Economics)

The course in General Science is the same as that outlined for the Commercial Course.

#### *Authorized Text*

"Everyday Problems in Science..... *Beauchamp, Mayfield and West*

#### *Units I—X*

Practical work as outlined for Units I-X in the General Course.

## HOME ECONOMICS

Education in Home Economics is concerned primarily with the development and promotion of the standards of home and family life, and the furtherance of individual and social welfare. It is gaining increasing recognition as an important part of general education.

Since many women have to assume the dual role of home maker and wage-earner, training in Home Economics is also vocational in character.

In general, the curriculum is designed to assist the students with successful personal living as members of homes and communities, to initiate the skills and appreciations necessary to carry on their home life, and to assume citizenship responsibilities that are extensions of home life. At the same time it is possible to plan a course for girls with earning goals and include in it experiences which are valuable to their home living and home making. Some of the skills needed in homes are also basic to wage earning such as those involved in lunchroom and tearoom work, child care, caring for the sick and the alteration of garments.

Many of the personal assets which contribute to satisfying home living are also important for wage earning. The assets important for both goals include maintaining health, an attractive personal appearance, using money to get values most needed for a satisfying life, understanding others and good relationships with them.

### **Objectives**

The purposes of home economics education, broadly speaking, are improvement in family living, more competent personalities, knowledge to help solve contemporary problems of life and a broad perspective on social problems.

## HOME ECONOMICS

The more immediate purpose of this education is to effect desirable changes in pupils' home living and home making activities, ideals, interests and habits; and to lay the foundation for intelligent appreciation of the values, processes and techniques pertaining to successful home living.

Specific Objectives are:

a) **To Assist the Girl as an Individual to:**

- (1) Develop in character and personality so that she may adjust to social groups with a realization of the factors involved in present social-personal problems.
- (2) Develop an interest in homemaking as a profession.
- (3) Develop needed homemaking skills according to her abilities and maturities.
- (4) Secure or maintain positive health and understand the relationship of nutrition and health.
- (5) Understand the wise management of money, time and energy.
- (6) Develop ability and pleasure in the care of children.
- (7) Develop a knowledge and an appreciation of the basic principles of beauty, harmony and good taste, and to inculcate an attitude that will make this functional in all areas of personal and social living.
- (8) Develop an interest in crafts as a leisure time activity.

(b) **As Future Homemaker to:**

- (1) Develop an interest and enthusiasm in working for a happy satisfactory family life, and in those community affairs which affect the home and family.
- (2) Understand the factors involved in satisfactory family living.
- (3) Have the ideal that homemaking is the highest type of profession.
- (4) Assume responsibility for the care, development and guidance of children.
- (5) Assume responsibility for the physical and mental health of the family.
- (6) Develop further skill in:
  - (a) the selection, care and preparation of food for the family;
  - (b) the selection, care and construction of clothing;
  - (c) the selection and care of textiles, equipment and furnishings to meet household needs.
- (7) Understand the management of the family income, the work and social life of the family.
- (8) Develop an interest in making homes and grounds more beautiful, sanitary and convenient.
- (9) Know sources of help for homemakers such as books, periodicals, community services, etc.
- (10) Develop fine ideals towards parenthood and its responsibilities.

(c) **As Prospective Employee to:**

- (1) Develop those qualities deemed by most employers as more important than vocational skills—orderliness, punctuality, loyalty, courtesy, co-operation, cleanliness, neatness, initiative and responsibility.
- (2) Evaluate abilities and interests in those income earning occupations for which home economics offers valuable pre-vocational training—as nursing, cafeteria, catering and tearoom work, dressmaking, sales promotion, household assistant, child care aide, crafts, etc.

## HOME ECONOMICS

- (3) Gain a limited yet valuable preliminary training for one or more of the aforesaid occupations.

*Note 1.*—A discussion of the philosophy basic to Homemaking education and problems of organization and how to evaluate appears in the Homemaking Programme of the Junior High Grades and should be consulted by the teacher prior to planning her year's work.

*Note 2.*—A handbook containing a more detailed outline of the subject matter, together with suggestions as to procedure and suitable activities, plans for evaluation, (such as minimum achievement lists), reference and source material lists, has been prepared for the use of teachers. *Application for this must be made by all teachers of Home Economics, to the Curriculum Branch, Department of Education, Legislative Building, Winnipeg.*

### Allocation of Subjects in Home Economics Level I

#### *Home Economics IA*

Foods and Nutrition.....	12%–10%
Home Management.....	4%–5%
Child Care and Development.....	2%–3%

#### *Home Economics IB*

Clothing and Textiles.....	12%–10%
Related Arts and Crafts.....	4%–5%
Personal and Social Development.....	3%–4%
Special Projects.....	3%

## HOME ECONOMICS—IA

### (1) Foods and Nutrition

Time—10–12% or 80–96 hours.

*Directive:* The classroom set up, equipment and pupil background will influence the organization of the content of the areas; for example:

*Unit I*—Food Preservation may be given at each level or it may be combined in one level

*Unit II* Flour mixtures will be made a part of the luncheon and dinner lessons

*Unit IV and V*—Food Management and Food and Hospitality may be incorporated with *Unit II*—Meals for the Family.

#### *Objectives of Area:*

1. The ability to plan, prepare and serve meals:
  - (a) to meet the food requirements of the girl, family and others
  - (b) suitable to the income available for food
  - (c) according to time, facilities and equipment available.
2. The ability to make wise choice in:
  - (a) purchasing foods from among the wide varieties found on the market, e.g., choice of quick frozen, fresh, dried or canned
  - (b) judging comparative, economic values of food, e.g. (when it is advisable to prepare foods at home).

## HOME ECONOMICS

### *Units of Area*

*Unit I—Food Preservation*—8–10% of area time—approximately 7 hours.

An understanding of the need for adequate care and proper methods in preservation of food.

*Unit II and Unit III—Meals for the Family*—72–65% of area time—approximately 56 hours.

An understanding of the food requirements and the importance of serving healthful, satisfying, economical meals by the preparation and serving of simple breakfasts, luncheons and dinners. The methods of cooking of basic foods will be studied.

*Unit IV—Food Management (Purchasing and care)*—12–15% of area time—approximately 10 hours.

An understanding of the factors that influence food costs; to develop the ability to choose wisely from large variety of food materials available, in spending the food dollar.

*Unit V—Food and Hospitality*—8–10% of area time—approximately 7 hours.

To be able to plan, prepare and serve simple party foods.

### *Basic Text:*

*Food and Family Living*: Gorrell, McKay and Zuill (Lippincott)

### (2) Home Management

Time—5–4% or 40–32 hours.

#### *Specific Objectives:*

1. To develop appreciation of the principles of art and the ability to apply them in the selection and furnishing of a home.
2. To show how home life may be made happier through convenience, comfort and attractiveness.
3. To develop ability in selecting and using household fabrics and furnishings.

### *Units of Area*

*Unit I—Home vs. House*—7% of area time—approximately 3–2 hours.

The physical factors which help make a house a home.

*Unit II—Planning My Home*—20% of area time—approximately 8–6 hours.

A study of the characteristics of a well-planned house, which will make a satisfactory home for an individual family.

*Unit III—Furnishing My Home*—25% of area time—10–8 hours.

A study of the application of the principles of art, colour, harmony, line and proportion as applied to furnishing a home.

*Unit IV—Fabrics for My Home*—25% of area time—10–8 hours.

A study of the fabrics currently used in a home, their selection, use and care.

*Unit V—Accessories for My Home*—15% of area time—6–5 hours.

A study of home accessories, functional and decorative which express personality in the home.

*Unit VI—My Home in the Community*—8% of area time—3–2 hours.

The importance of an attractive, well-cared-for home in the community.

### *Basic Text:*

*The Girl and Her Home*: Trilling and Williams.

OR

*Today's Home Living*: Justin and Rust.

## HOME ECONOMICS

### (3) Child Care and Development

Time 3-2% or 24 to 16 hours.

#### *Specific Objectives*

1. To develop a greater interest, understanding and tolerance of pre-school children.
2. To understand something of the influence of heredity and environment.
3. To develop some understanding of human behaviour.
4. To appreciate the importance of guiding children's activities.
5. To appreciate the value of a good example.
6. To realize that no two children are the same.
7. To realize adult responsibility for the welfare of children.

#### *Topics to be studied:*

- Heredity and environment
- Growing up physically
- Growing up mentally and socially
- Growing up emotionally and spiritually
- Society's responsibility towards children

#### *Basic Text:*

*Today's Home Living:* Justin and Rust (Lippincott)

## HOME ECONOMICS—IB

### (1) Clothing

Time 10-12% or 80 to 96 hours.

#### *Directive:*

As the background of those entering Clothing Level I may greatly vary, it is desirable to give a pre-test at the beginning of the course. The choice of the first construction problem suggested in the outline will depend on the standard of ability, previously developed. Students, who have had no previous Homemaking, may be expected to do extra work to provide the necessary background for the course. Each student will be held responsible, at the end of each level, for the minimum achievements listed at the end of the clothing outline.

#### *Specific Objectives*

1. To develop in each girl some ability and judgment in the wise selection of appropriate, economical and practical clothing and accessories for herself.
2. To develop in each girl some ability and independence in:
  - (a) the selection and use of a commercial pattern
  - (b) the altering, testing and adjusting of the pattern
  - (c) the selection and cutting of material
  - (d) the selection of suitable seams and finishes
  - (e) the fitting of the garment
  - (f) the finishing of the garment and
  - (g) the evaluating of the finished garment.
3. To develop an interest in the formation of good habits of work and higher standards of workmanship.

## HOME ECONOMICS

4. To develop an understanding of the use and care of up-to-date equipment and sewing aids.
5. To increase interest in becoming an intelligent buyer of fabrics and clothing.
6. To develop an appreciation of and discrimination in the selection and use of textiles.
7. To develop in each girl an interest and some ability in planning a wardrobe before buying.
8. To help each girl realize the amount of money she is justified in spending for clothing in relation to the income.
9. To encourage good habits in the care and repair of garment.

### *Units of Area*

*Unit I—Wardrobe—Planning and Care*—12–10% of area time or approx. 10–8 hours.

A comparative study of clothing needs, home constructed versus ready-to-wear clothing, care and mending of garments.

*Unit II—Fabric Study*—18–15% of area time or 14–12 hours.

A study of woollen and rayon fabrics as to source, structure, quality, uses, care, purchasing and comparative cost.

*Unit III—Clothing Construction*—70–75% of area time or approx. 56–60 hours.

This course is planned to develop a high standard of skill in:

pattern alteration and fitting

use of up-to-date equipment

time-saving short-cut methods

fine hand and machine stitching in the construction of a tailored-type dress of wool or rayon fabric.

### *Basic Text*

*Today's Clothing*: Baxter Latzke. A construction book.

### **(2) Related Arts and Crafts**

Time—5% or 40 hours approx.

#### *Objectives:*

1. To develop an understanding and appreciation of the principles of colour and design as related to the girl, her home and surroundings.
2. To develop some ability in the application of these principles.
3. To develop interest and appreciation for fine craftsmanship.
4. To develop hobbies which will serve as a means of self-expression and as a profitable use of leisure time.

### *Units of Area*

*Unit I—Elementary principles of colour and design as applied to the girl and her home.*

*Unit II—Introduction to Crafts*

To provide an opportunity for creative expression and to develop some skill and satisfaction in crafts.

Depending on the equipment available and interest of the student, instruction may be given in any craft—such as embroidery, tatting, needle-point, rugmaking, hooking, braiding, weaving, stencilling, leathercraft, chip carving, glovemaking, decorative painting, felt craft, clay modelling, flower arrangements, crocheting, etc.

## HOME ECONOMICS

### *Basic Text*

See Home Economics Handbook.

### **(3) Personal and Social Development**

Time—4% or approx. 32 hours.

#### *Objectives*

1. To provide an opportunity to discuss and to develop a basis for judgment and an understanding of personal problems and behaviour.
2. To create in the pupil a desire to be a happy, well-adjusted individual, willing to assume the responsibilities of citizenship.
3. To develop an understanding and an appreciation of the contribution which a high school pupil may make towards home and family life.
4. To stimulate an interest in developing a pleasing personality.

#### *Units of Area*

*Unit I—Responsibilities as a Citizen in the Home*—50–60% of area time or approx. 16–19 hours.

The family as a unit and the responsibilities of its members. A study of the income of a family and the money needs of the family as a whole. Friendships and factors involved.

*Unit II—Responsibilities as a Citizen in the School*—50–40% of area time or approx. 16–13 hours.

Co-operation in school activities and the contribution which a student can make. Good citizenship in school.

### *Basic Text*

*Today's Home Living*: Justin and Rust (Lippincott).

# THE INDUSTRIAL COURSE

## FIRST YEAR

### (A) GENERAL SUBJECTS

The general subjects in the First Year of the Industrial Course are:

English.....	12%
Social Studies.....	10%
General Mathematics.....	10%
Health and Physical Training.....	8%
Option or Unassigned Time or Supervised Study or Special Activities	10%

#### English

The course in English is  
*English I—Basic*—(see General Course)

(Note: If timetabling permits students may take English I A or English IB in place of English I—Basic.)

#### Social Studies

*Social Studies I*—(see General Course).

#### Authorized Text:

"World Geography".....*Bradley*

#### General Mathematics

The course in Mathematics is  
*General Mathematics I*—(see General Course).

#### Authorized text:

"Mathematics in Daily Use".....*Hart, Gregory & Schult*

(Note: If timetabling permits students may take Mathematics I in place of General Mathematics I.)

#### Health

The course in Health is  
*Health I*—(see General Course).

#### Physical Training—(see General Course)

### (B) TECHNICAL SUBJECTS

The technical subjects in the First Year of the Industrial Course are:

Shop Science.....	8%
Draughting.....	9%
Guidance.....	3%
General Shop.....	30%

#### Guidance—(see Guidance I—General Course.)

## INDUSTRIAL COURSE

### SHOP SCIENCE I

Shop Science is one of the technical subjects of the Industrial Course. It has a time allocation of 8 per cent equivalent to approximately two hours a week.

The course is experimental and will be carried out in the laboratory. It stresses good laboratory technique with due regard to the other objectives of science teaching. It is intended to develop manipulative skills which may be used in any field of work where it is necessary to use the brain and the hands simultaneously.

#### *Authorized text:*

"Experiments in Elementary Science" ..... *Lead and Rivard*

Part I of this text is a manual of experiments selected for scientific value and for the interpretation of natural phenomena.

Part II is a guide book or manual for the student or teacher. It is abundantly illustrated and is designed to guide the student in performing the experiments to help him in his search for answers to problems and to widen his horizons.

#### *Unit 1.—Methods and Apparatus in the Laboratory*

1. Laboratory Equipment
2. The Bunsen Burner
3. Working With Glass
4. The Balance

#### *Unit 2.—The Properties and Uses of Matter*

5. The Three States of Matter
6. Physical Properties
7. Experiments to Support the Molecular Theory
8. Physical and Chemical Changes
9. Elements, Mixtures and Compounds
10. Chemical Properties
11. Composition of Matter

#### *Unit 3.—Exploring the Uses of the Atmosphere*

12. Some Physical Properties of Air
13. Pressure of the Atmosphere
14. Pumps
15. Vacuum Pump, Siphon, Hemispheres
16. Some Chemical Properties of Air
17. Preparation and Properties of Oxygen
18. Preparation and Properties of Carbon Dioxide

#### *Unit 4.—The Supply and Uses of Water*

19. Properties of Water
20. Water Solutions
21. Purification of Water
22. The Separation of Solids in a Mixture
23. The Measurement of Volume and Weight
24. Laws of Displacement
25. Density of Solids
26. Density of Liquids I
27. Density of Liquids II

#### *Unit 5.—The Sources and Uses of Heat*

28. The Candle Flame
29. The Bunsen Flame
30. Fire Extinguishers
31. The Thermometer
32. Thermometer Scales
33. Heat Transfer by Conduction
34. Heat Transfer by Convection
35. Heat Transfer by Radiation

## INDUSTRIAL COURSE

### Guidebook

#### *Unit 1—Methods and Apparatus in the Laboratory*

What is science? What is scientific method? What are experiments? How should laboratory reports and assignments be written? How is a Bunsen burner used? How do we work with glass? How do we weigh things?

#### *Unit 2—The Properties of Matter and Their Uses to Man*

Our surroundings; solids, liquids and gases; the chemical and physical properties of matter, inertia, gravity, centrifugal force; molecules and atoms; chemical and physical changes; elements, compounds and mixtures; alloys and plastics; the properties and uses of glass.

#### *Unit 3—Exploring the Uses of the Atmosphere*

Air, Oxygen, carbondioxide, atmospheric pressure, barometers, uses of atmospheric pressure, pumps, compressed air, air resistance, stream lining. How can we fly? Balloons, kites, wings, aeroplanes, flying wings, gliders.

#### *Unit 4—The Supply and Uses of Water*

The physical and chemical properties of water; solutions, erosion, sources of water, purifying water, water pressure, water power, hydraulics, capillarity, hot water heating, density, laws of displacement, Archimedes' Principle, ships, water aircraft.

#### *Unit 5—The Sources and Uses of Heat*

Potential and kinetic energy, uses and sources of heat, burning of a candle and the Bunsen burner, fuels, coal and petroleum products, fire extinguishers thermometers, Fahrenheit and Centigrade scales, conduction, convection and radiation, the causes of heat, the effects of heat, calories, latent heat, changes of state, meteorology, the effect of impurities or pressure on changes of state, steam pressure, boilers, trains.

## DRAUGHTING

Draughting is a technical subject in each year of the Industrial Course. In the first year it has a time allocation of 9 per cent, equivalent to  $2\frac{1}{4}$  hours a week.

### *Texts*

There is no authorized text in Draughting I. The following are recommended as reference texts for the guidance of teachers and students:

- "Freehand Drafting" ..... *A. E. Zipprich*, D. Van Nostrand Co., Inc., N.Y.  
"General Drafting" ..... *Fryklund and Kepler*, McKnight & McKnight, Bloomington, Ill.  
"Mechanical Drawing for High Schools" ..... *French and Svensen*, McGraw-Hill Book Co., New York, N.Y.  
"Applied Drawing and Design" ..... *Mattinely and Scrocin*; McCormack-Mathers Publishing Co., Wichita, Kan.  
"Shop Sketching" ..... Technical Branch, Department of Education, Winnipeg.

## INDUSTRIAL COURSE

### DRAUGHTING I

#### **General Objectives**

1. To provide opportunities for the student to develop through study and practice an appreciation of Draughting as an effective way of expressing ideas and representing objects in General Shop.
2. To encourage the student to use Draughting as a means of facilitating creative work in General Shop.
3. To teach the technique used in the Draughting department of industry.

#### **Specific Objectives**

1. To teach free hand shop sketching.
2. To emphasize that geometry is the basis of mechanical drawing and other graphical methods of shape description.
3. To teach blue print reading.
4. To teach conventional practices.
5. To teach the principles of projection.
6. To provide adequate practice in orthographic projection, the use of which is universal for industrial purposes.
7. To provide opportunity to make blue prints.
8. To provide experience in making tracings.

#### **Outline of the Course**

1. *Freehand Lettering*—styles of letters—Roman, Gothic, Script and Block Single Stroke Letters, Spacing, Lettering exercises.
2. *Shop Sketching*—Horizontal lines, vertical lines, slant lines, quality of lines, the circle, the semi-circle and quarter circle, tangents, practice exercises.
3. *Geometrical Definitions*—Uses of geometry, point, line and plane, circles, arcs. Transferring and enlarging designs by method of squares, etc. Triangles, quadrilaterals and polygons. Prisms, cylinders and other solids. Practice exercises.
4. *Mechanical Drawing*—Elements of Orthographic Projection, dimensioning, placement of views, sequences of drawing, etc.

#### **Lettering**

Use vertical Gothic capitals for mechanical and machine drawings; Roman lettering for wood-working and architectural drawing.

Rule off practice sheets 5 inches by 7 inches in size with lines for letter heights of  $\frac{1}{8}$ ,  $\frac{3}{16}$ ,  $\frac{1}{4}$  inches. Use  $\frac{1}{4}$  inch and  $\frac{3}{16}$  inch heights for titles, and the  $\frac{1}{8}$  inch height for notes and figures.

Guide lines must not be shown on finished work. Mastery in lettering, with the 2H pencil and with pen and ink is only attained with diligent practice at home and at school.

#### **Shop Sketching**

The life-stream of draughting is the key to success in every mechanical endeavour. Students should be able to draw sketches on paper as easily as sentences are rolled off the tongue.

Use HB or 2H pencil and the same size of sheets as for lettering.

Where possible, use projects to be constructed in the shop as models for practice exercises.

## INDUSTRIAL COURSE

### Geometrical Drawing

The following problems are to be regarded as the minimum.

To divide a straight line into any number of equal parts.

To construct a triangle, three sides being given.

To draw a circle through three points not in the same straight line.

To draw an arc of given radius, tangent to two lines at an acute angle.

To draw an arc of a given radius, tangent to a straight line and a given arc.

To draw a hexagon the long diameter being given.

To inscribe a pentagon within a given circle.

To construct an octagon within any given square.

To draw an ellipse, given the major and minor axes: (a) using compasses; (b) by the trammel method; (c) by the "string" method.

### Mechanical Drawing

Talk on the manufacture of pencils and how the various grades of pencils are used in Mechanical Drawing.

Placing border lines on paper.

The title block.

Demonstration of the Orthographic Projection Cage.

Dimensioned Isometric sketch of Bushing.

Students make sketch showing how views are to be placed and spaced.

Students make sketch showing object in two views, complete with measurements placed and names of views.

Demonstration of line-work and the sequence of drawing lines in a finished drawing.

Students block in the views with a 6H pencil.

Permanent outlines are "cut in" with the 2H pencil.

Centre lines, extension lines and measurement lines are drawn with the 4H pencil.

Figures, arrow-heads and the names of the views are drawn with the 2H pencil.

The drawing is cleaned and turned in for correction and marking.

Practice in Blue-Print reading should be given from time to time. The following projects are suggested for students taking First Year Draughting:

Clock Case.....	20	Questions
Off-set Bracket.....	25	"
Visualizing.....	12	"
Foot Hinge.....	26	"
Bearing Cap.....	33	"
English Off-set Bracket.....	50	"
Weaving Bracket.....	40	"

## GENERAL SHOP

(*Note:* The following section is an outline of the objectives in General Shop and the recommended texts. All teachers who are teaching General Shop, whether as part of the Industrial Course or as an option in the General Course, should apply to the Inspector of Technical Schools, Manitoba Technical Institute, Winnipeg, for the full programme which emphasizes the underlying principles together with suggestions as to methods of instruction and the evaluation of pupil achievement.)

The course in General Shop is organized to provide adequate study material for the full three years of the Industrial Course. With a time allocation of 30%, which is approximately 7½ hours a week, it is thought that the teacher will have opportunity to draw upon most of the areas of work included in the course and make such selections as will present a challenge to the gifted as well as to the less able students.

## INDUSTRIAL COURSE

Due to the varied teaching conditions under which students in Manitoba receive training in technical activities, the course in General Shop must be broad and flexible. The main differences, however, will lie, not in the use of fundamental tools and processes, but in the types of problem selected to meet the interests of the students with the available equipment.

### Objectives of the Course

#### *Objectives*

1. To develop confidence and proficiency in problem solving.
2. To develop constructive work attitudes.
3. To develop a consistent effort toward fine workmanship.
4. To develop habits of co-operation.
5. To develop a sense of responsibility.
6. To develop proficiency in basic skills and related knowledge.
7. To provide opportunities for each student to develop according to his interests, aptitudes and needs.

#### *Methods by which objectives achieved*

1. Projects
  - (a) by designing projects
  - (b) by students planning projects
2. Teacher personality and enthusiasm
  - (a) by example rather than precept
  - (b) by preceding from known to unknown
  - (c) by learning something well and doing it well result . . . . job pride.
3. Displaying examples of fine workmanship
  - (a) by using display cases
  - (b) by insisting on accuracy and fine finish in all jobs.
  - (c) by recognizing work well done.
4. Group Projects
  - (a) by undertaking job requiring group effort
  - (b) by giving group responsibility assignments in shop control.
  - (c) by volunteering to give help where needed.
5. Shop Management
  - (a) by assigning tool room and tool panel assignments
  - (b) by giving shop foremen assignments.
  - (c) by requiring students to carry responsibilities in shop management.
6. Shop Experiences
  - (a) by practising basic skills in each art
  - (b) by using area skills in planned projects
  - (c) by use of films
  - (d) by use of shop library
  - (e) by having talks from representatives of industry
  - (f) by using previous experience readily instead of seeking unnecessary assistance from others
7. Flexible Shop Programme
  - (a) by challenging each student according to his interest and developmental abilities.
  - (b) by counselling students in need of assistance to make wise and profitable use of shop time
  - (c) by giving students information concerning potential opportunities offered in industry to successful students of General Shop.

## INDUSTRIAL COURSE

### Teaching Areas of Shop Activities

The usage of the phrase "Areas of Shop Activities" is comparatively new in Technical Education. Since the characteristic organization of General Shop lends itself to area activities, it is felt that some detailed treatment of this topic will be helpful to all teachers. The Areas commonly organized in the Manitoba General Shops are the following:

1. *Planning Area*—Reference Reading: Shop Sketching; Draughting, Blueprint Reading.
2. *Bench Wood-Working Area*
3. *Woodturning Area*
4. *Bench Metal Work Area*—Tin craft, Art Metal, Sheet Metal; Cold Metal; Assembly.
5. *Metal Lathe Work Area*
6. *Forging Area*
7. *Moulding Area*
8. *Grinding Area*
9. *Drill Press Area*
10. *Electrical Area*
11. *Welding Area*
12. *Book-binding Area*
13. *Printing Area*

## PROJECT DESIGN

### Principles

Teachers will understand that each area does not stand as an independent unit. There are inter-relationships amongst them all. The starting point is the Planning Area in which students originate their own plans for the projects they have chosen. Gifted students may well develop plans that will involve activities in all the areas of activity. Others, less ambitious, may limit themselves to less comprehensive projects.

Teachers are urged to take into consideration in project designs the following:

- (1) Proportional and functional design with practical application to General Shop projects.
- (2) Surface decoration designs.
- (3) Classic curves or mouldings with practical application.
- (4) Surface enrichment for wood—finishing materials, tools and equipment used.
- (5) Surface enrichment for metals—materials, tools and equipment used.

### References:

- "The Art of Colour and Design" ..... *Maitland Graves*, (McGraw Hill)  
"Industrial Arts Design" ..... *Varnum* (Manual Arts Press)

## WOODWORK

### General Objectives

1. To give students an opportunity to work with the materials most widely used in home furnishings and in building construction.
2. To use wood as a medium for creative expression.
3. To teach the general principles used in the woodworking and pattern-making.

## INDUSTRIAL COURSE

### Specific Objectives

1. To teach the proper procedures of selecting and squaring stock.
2. To teach common types of woodworking joints.
3. To teach the use of a shop sketch and the preparation of a plan of procedure in project construction.
4. To make a simple, an irregular and a split pattern.
5. To teach the proper use and care of tools.
6. To teach common methods of wood finishing and decorating.

### Woodwork I

#### *Skills*

1. Make cutting lists
2. Cutting out stock
3. Planing operations (6 rules)
4. Sawing—crosscut  
    rip  
    back
5. Joints— dado  
    mortise  
    tenon  
    butt
6. Carving
7. Boring holes
8. Chiseling—horizontal and vertical  
    paring  
    mortise
9. Assembling—Nails  
    Screws  
    Glue
10. Finishing—Sandpaper  
    Oil  
    Varnish  
    Paint  
    Stains  
    Shellac

### Suggested Projects

1. End table
2. Coffee table
3. Magazine table

The suggested "Projects" listed for Woodwork I provide opportunity for students to practise the basic skills listed. Teachers should not hesitate, however, to encourage students to plan projects which would provide the basic experiences included in the suggested problems. Everyone familiar with craft work knows that the selection of a "work problem" with some challenge in it is a vital motivating force in the learning process. To increase this number of suggested projects in order to provide adequate appropriate practice in the basic skills listed, teachers should write to the Inspector of Technical Schools for additional project plans.

## INDUSTRIAL COURSE

### References:

- "General Shop Woodworking".....*V. C. Fryklund and A. J. Laberge,*  
(McKnight & McKnight), Bloomington, Ill.  
"Woodwork Practice and Theory".....*Alfred Wishart* (Copp Clark)  
"Basic Woodworking Processes".....*Hjorth* (Bruce Publishing  
Co.), Milwaukee, Wis.  
"Machine Woodworking".....*Robert E. Smith, Ph.D.* (Copp Clark)  
"Modern Projects in Woodwork".....(Copp Clark)  
"Instructional Units in Wood Finishing".....*R. A. McGee, M.A., and*  
*Arthur G. Brown, M.S.* (Bruce Publishing Co.)  
"Wood Finishing Plain and Decorative".....*Vanderwalker* (General  
Publishing Co., Ltd.), Toronto  
"Wood Finishing and Painting Made Easy".....*Ralph G. Waring,*  
(Bruce Publishing Co., Ltd.)

## WOODTURNING

### General Objectives

1. To provide experiences in the study and practice of turning projects.

### Specific Objectives

1. To provide students with opportunity to develop muscular co-ordination in conjunction with eye.
2. To teach fundamental lathe operations.
3. Provide opportunity for students to do creative work on wood lathe.

### Woodturning I

1. Rough turning (use of calipers)
2. Finish turning
3. Turning grooves (use of gouge)
4. Turning beads (use of skew chisel)
5. Combination grooves and beads

Suggested projects for this "Work Area" would include lamps of different designs and sizes; legs for tables, chairs and articles requiring cylindrical members.

### Reference:

- "The Art of Woodturning".....*Klenke*, (Manual Arts Press, Peoria, Ill.

## MACHINE SHOP

### General Objectives

1. To provide experiences through study and practice in the correct use of basic tools and machines associated with the machine shop.
2. To provide opportunity within the limit of the shop to relate machine shop procedures with current practices in industry.

## INDUSTRIAL COURSE

### Specific Objectives

1. To teach elementary skills involved in operating an engine lathe.
2. To cover the beginning processes used in the drill press.
3. To teach the fundamental uses of bench tools.
4. To teach the procedure of laying out a job.
5. To teach tool grinding.

### Machine Shop I

1. Rough turning—use of calipers.
2. Finishing turning—use of calipers.
3. Polishing—with file and emery cloth.
4. Knurling.
5. Turning to shoulder.
6. Form turning.
7. Taper turning.
8. Centering, turning, facing and drilling a job in a chuck.
9. Drilling holes for tapping.
10. Hacksaw.
11. Grinding tools.
12. Tapping holes and cutting threads with hand dies.
13. Use of flat cold chisel.
14. Filing—cross-file, draw-file.

### Suggested Projects

- |                  |                  |                             |
|------------------|------------------|-----------------------------|
| 1. Nut crackers. | 3. Centre punch. | 4. Radio lamp               |
| 2. Hammer.       |                  | 5. Combination Screwdriver. |

Blue prints for additional projects can be obtained from the Inspector of Technical Schools. Such blueprints should never be selected merely for the purpose of providing experiences in making an attractive model—if used, they should challenge students in such experiences as: practising basic skills, solving planned problems, determining tools and machines to be used, selecting materials, acquiring sound workshop habits, learning to read blue prints, learning to apply pertinent technical knowledge learned and developing job pride.

### References:

- “Machine Shop Practice” Book I and II.....*Harry A. Jones*,  
(Thos. Nelson & Sons)
- “Machine Tool Operations”, Part I and II.....*Henry Burghardt*,  
(McGraw-Hill)
- “American Machinist Handbook”.....*Colvin and Hanley*, (McGraw-Hill)

## SHEET METAL

### General Objectives

1. To develop in the student, an ability to do creative work in sheet metal.
2. To provide opportunities for experience with the more common tools, materials and processes of the sheet metal industry.

## INDUSTRIAL COURSE

### Specific Objectives

1. To develop skill in making accurate measurements.
2. To provide experience in properly locating and drawing the layout of an accurate project.
3. To provide opportunities for developing such skills as cutting, soldering, bending, forming, seaming, punching, riveting and raising sheet metal.

### Skills

Simple layouts  
Cutting with snips  
Folding  
Forming  
Soldering  
Punching  
Riveting  
Finishing—(enameling)  
(steel wool)

### Suggested Projects

Cookie cutter—(3 pc.)  
Simple box  
Cookie sheet.

These suggested projects and additional ones which may be obtained from the Inspector of Technical Schools, should be used as in other areas for basic experiences in craftsmanship rather than as processes in mere model making.

### References

"Sheet Metal Work" ..... *Trew and Bird*, (Manual Arts Press,  
Peoria, Ill.)

## FORGING

### General Objective

To provide elementary experiences in the fundamental processes associated with forge practice.

### Specific Objectives

1. To build a forge fire.
2. To use efficiently the tools employed in fundamental procedures of forge practice.
3. To heat materials to correct temperatures for efficient shaping.
4. To harden and temper single cutting tools.

### Skills

Drawing  
Bending  
Twisting  
Upsetting  
Hardening and Tempering  
Case hardening  
Drilling  
Filing

## INDUSTRIAL COURSE

### Projects

Punch  
Cold chisel  
Tongs  
Spoke tightener and Tyre lifter.

These suggested projects are listed to aid teachers to provide sound experiences in craftsmanship for students. The area of Forging with its significant learning processes gives both teacher and student opportunity to discover special aptitudes quickly. The processes of shaping metals by the use of fire reveal early individual differences in aptitudes. The selection and use of suggested projects in this area make the teacher's responsibility important.

### References

"Elementary Forge Practice" ..... *Harcourt* (Manual Arts Press, Peoria, Ill.)

## MOULDING

### General Objective

To provide opportunity for the making of castings from patterns which have been made as integral parts of projects in General Shop.

### Specific Objectives

1. To teach the preparation of a mould for casting an object.
2. To teach the use of the various types of lifters and other tools used.
3. To teach the correct treating of the sand in preparation for making a mould.

### Skills

Tempering sand  
Using flat back pattern  
Heating metal  
Pouring metal

### Suggested Projects

Ash tray  
Book ends  
Wall plaques  
Fishing rod handle  
Lamp-base (flat pattern)

These suggested projects are listed to provide experience for students in the basic skills outlined for Moulding. Teachers should not hesitate to substitute projects which would provide the same skills as listed if in doing so students' motivation would automatically be strengthened.

### References

"Foundry Work" ..... *Stimpson, Gray and Grennan* (The American Technical Society, Chicago, Ill.)

## BENCH METAL WORK

### General Objective

To provide experiences in shaping metal without the aid of the fire and in using hand tools and processes in fastening units together.

## INDUSTRIAL COURSE

### Specific Objectives

1. To select and use various types of files.
2. To drill and tap holes.
3. To cut threads with dies.
4. To learn to use hack saw skilfully.
5. To learn different methods of riveting.
6. To shape and finish metals.

### Skills

Filing  
Drilling  
Countersinking  
Bending  
Twisting  
Riveting  
Sawing (hack saw)  
Finishing.

### Suggested Projects

Plant bracket  
Taboret.

These suggested projects are listed to indicate the type of bench jobs that are undertaken in the Bench Metal area. This work area lends itself to the processes that are used to complete many jobs that are developed in more than one work area. Consequently, teachers will encourage a flexible use of this area.

### References

- "Metal Working Projects" ..... *Petersen*, (The Bruce Publishing Co., Milwaukee, Wis.)  
"Beaten Metal Work" ..... *Hjorth*, (Bruce Publishing Co., Milwaukee, Wis.)  
"Artistic Metal Work" ..... *A. F. Bick*, (The Bruce Publishing Co., Milwaukee, Wis.)

## ELECTRICITY

### General Objectives

1. To introduce the study of practical electricity.
2. To construct a number of devices which will illustrate the fundamental principles of electricity.
3. To assist the pupil in meeting such situations involving knowledge of electricity as he would likely encounter in the home.

### Specific Objectives

1. To teach safety in the handling of electricity.
2. To teach splicing, soldering and simple wiring.
3. To acquaint the pupils with series and parallel circuits.
4. To teach the practical application of the following principles: magnetism, induction, heating effect of currents, radio.

## INDUSTRIAL COURSE

### **Skills**

Making splices—rat tail  
western union  
tap  
Soldering  
Connecting dry cells—in series and parallel  
Installing door bell—one and two push buttons  
Installing electric devices—in series and parallel  
Attaching lamp cord—socket and plug  
Planning and constructing an electromagnet

### **Suggested Projects**

Western union splice  
Bell circuits  
Extension cord  
Electromagnet

The importance of electricity in the modern industrial world is well known to all teachers of General Shop and while certain suggested projects have been listed to practise basic skills, there should not be any hesitancy to substitute other specific projects if students' interests and needs can be met more effectively.

## PRINTING

### **General Objectives**

1. To provide instruction and practice in the art of printing.
2. To teach "Printing Appreciation" using the specimens of printing encountered in reading.

### **Specific Objectives**

1. To teach the parts of a type character.
2. To teach the five great families of type faces with their principal uses.
3. To teach hand composition.
4. To teach the principles of lay-outs.
5. To develop skill in proof-reading.
6. To develop accuracy and speed in the use of the printing press.
7. To develop the ability to recognize the different kinds and qualities of printing papers.
8. To teach the classes of inks and their uses.
9. To teach the care of printing equipment.

### **Skills I**

1. Locate letters or characters in case.
2. Plan a job.
3. Set a composing-stick to measure.
4. Hold a stick.
5. Set type—straight matter.
6. Take a proof on a proof-press.
7. Take a stone-proof.
8. Read proofreader's marks.
9. Make corrections.

## **INDUSTRIAL COURSE**

The teacher of the "Area of Printing" will have no difficulty in providing jobs involving the basic skills provided, jobs that assist school projects, stimulate learning and give a strong drive to production.

### **BOOKBINDING**

#### **General Objectives**

1. To provide a situation where a student can successfully learn workmanlike ways of binding and repairing books.
2. To develop in the pupil the habit of properly caring for his books and of re-binding those that through use and time have become worn.
3. To develop in the student an appreciation of good books and bindings, and a knowledge of the proper care and handling of bound volumes through a study of the history of bookmaking.

#### **Specific Objectives**

1. To impart knowledge of the operations necessary to do successfully such binding as can be done in the school shop or home with little equipment.
2. To acquaint the student with the equipment and materials used in the craft.
3. To teach practical methods of repairing damaged books.
4. To develop in the student the ability to judge for himself the correct methods to use, and the initiative to cope with the unknown situations which occur in the process of book repair.
5. To develop in the student the ability to plan his work logically.
6. To provide interesting, instructive and constructive work for non-mechanical types.

#### **Skills I**

Cutting paper  
Cutting millboard  
Gluing  
Trimming  
Casing or making covers  
Repairing a book

#### **Suggested Projects**

Photo album  
Memo pad  
Loose leaf notebook  
Office desk set  
Book repair

Probably one of the most fruitful projects that can be undertaken is to work closely with the school librarian. An endless number of worth-while jobs for this area of work seems to be secured in this way.

#### **References**

"Bookbinding Made Easy" ..... *Lee M. Klinefelter, (The Bruce Publishing Co., Milwaukee, Wis.)*

# THE AGRICULTURAL COURSE

## FIRST YEAR

### (A) GENERAL SUBJECTS

The general subjects in the First Year of the Agricultural Course are:

English.....	12%
Social Studies .....	10%
General Mathematics .....	10%
Health and Physical Training.....	6%
Option or Unassigned Time or Supervised Study or Special Activities }.....	10%

#### English

The course in English is:

*English I—Basic*—(See General Course)

(Note—If time-tabling permits students may take English I-A or English I-B in place of English I—Basic.)

#### Social Studies

*Social Studies I*—(See General Course)

#### General Mathematics

*General Mathematics I*—(See General Course)

(Note—Mathematics I may be taken instead of General Mathematics I if time-tabling permits.)

#### Health

*Health I*—(See General Course)

#### Physical Training

(See General Course)

### (B) TECHNICAL SUBJECTS

The technical subjects in the First Year of the Agriculture Course are:

General Science.....	15%
Farm Shop.....	12%
Agriculture.....	15%
Farm Management and Accounting.....	5%
Unassigned.....	5%

## AGRICULTURAL COURSE

### General Science

The course is:

*General Science I—Agricultural*

### Authorized Text

“Everyday Problems in Science” ..... *Beauchamp, Mayfield and West*

### Work Book

A Study-Book for Everyday Problems in Science.

### Teacher's Guide

A Teacher's Guidebook for Everyday Problems in Science.

### Tests

Objective Unit Tests in Everyday Problems in Science.

### Course

The complete text:

- Unit 1—How Do Scientists Make Discoveries?*
- Unit 2—What Are Things Made Of?*
- Unit 3—How Can Materials Be Changed?*
- Unit 4—How Do We Use and Control Fire?*
- Unit 5—How are Living Things Alike?*
- Unit 6—How Does Your Body Use Food?*
- Unit 7—How Can You Keep Yourself in Good Physical Condition?*
- Unit 8—How Can You Help Your Body Fight Disease?*
- Unit 9—How Do We Control Heat?*
- Unit 10—What Makes the Weather Change?*
- Unit 11—How Do We Provide Our Homes with a Good Water Supply?*
- Unit 12—How Do Simple Machines Help us Do Work?*
- Unit 13—What is the Relation of the Earth to Other Heavenly Bodies?*
- Unit 14—How Does the Earth's Surface Change?*
- Unit 15—How Do We Harness the Energy of Nature to Do Our Work?*
- Unit 16—How Do We Obtain and Use Electrical Currents?*
- Unit 17—How Do We Use Energy for Communication?*
- Unit 18—How Do We Use the Energy of Light?*
- Unit 19—How Does Man Provide Transportation?*
- Unit 20—How Can Science Help us Keep from Wasting Nature's Wealth?*

### Experimental Work

The teacher should refer to General Science I in the General Course for list of experiments for Units I-XIV. For the remaining units such experiments as are required for an understanding of the course will be performed in class.

## FARM SHOP

### First Year—Farm Shop I

#### 1. *Elementary Gasoline Engines*

- (a) *Lecture Course on General Principles*
  - I. Two and four stroke cycle.
  - II. Fuels and carburation.
  - III. Lubrication and cooling.
  - IV. Elementary ignition.
  - V. Valves and timing.

## AGRICULTURAL COURSE

### (b) *Laboratory Courses*

Elementary operation of farm type engines. Study of simple ignition, fuel, lubrication and cooling systems, safety precautions.

2. *Bench Metal Work*—See General Shop—(Industrial Course)
3. *Elementary Woodwork and Woodturning*—See General Shop.
4. *Forging*—(Not Metal Work)—See General Shop.
5. *General Machinery Repair Techniques*. This will include the various techniques involved in the disassembly and reassembly of the component parts of farm equipment. Typical techniques include:
  - (a) Removal of tight or rusted nuts.
  - (b) Extraction of keys.
  - (c) Removal of broken stud bolts.
  - (d) Recognition of left hand threads.
  - (e) Removal of gears and pulleys.
  - (f) Key fitting and shimming.
  - (g) Repairing damaged threads.
  - (h) Cutting oversize or undersize threads.
  - (i) Replacing cotter pins.
  - (j) Straightening bent parts.
  - (k) General farm soldering.
  - (l) Fitting and rebabbitting bearings.
6. *Shop Sketching and B.P. Reading*—See General Shop.
7. *Operation and Adjustment of Common Farm Machinery*.

### Reference Books:

“Shopwork on the Farm”.....	<i>Mack M. Jones</i>
“Farm Mechanics Text and Handbook”.....	<i>Cook, Scranton and McColl</i>
“Farmers’ Shop Book”.....	<i>Louis M. Roehl</i>
“General Shopwork”.....	<i>Ashcroft and Easton</i>
“Farm Gas Engines and Tractors”.....	<i>Jones</i>
“Farm Machinery and Equipment”.....	<i>Smith</i>
“Farm Buildings”.....	<i>Wooley</i>
“Oxy-Acetylene Handbook”.....	<i>Linde, (Dominion Oxygen Co.)</i>
“Lessons in Practical Arc Welding”.....	<i>(Hobart Co.)</i>

Bulletins on Farm Motors, Farm Machinery, Farm Water Supply and Sewage Disposal, etc., which deal with conditions as found in the Prairie Provinces may be had from the Universities or Provincial Departments of Agriculture of Manitoba, Saskatchewan and Alberta.

Booklets and Bulletins which will also be very useful for text or reference material include the following:

“How to Get the Most from Your Tractor”.....	<i>(Imperial Oil Co.)</i>
“Harvest Gold”.....	<i>(McColl Frontenac Oil Co.)</i>
“Power Primer”	
“Power Goes to Work”	
“A.B.C. of Hand Tools”	
“Learning to Weld”.....	<i>(Lincoln Electric Co.)</i>
“Booklets on Welding”.....	<i>(Dominion Oxygen Co.)</i>
“What the Farmer can do with Concrete”.....	<i>(Canada Cement Co.)</i>

May be used as a text for part of this work.

## AGRICULTURAL COURSE

### AGRICULTURE

The course in Agriculture is designed to interest the student in farming as an occupation, a business, a way of life. The successful farm operator needs to know the scientific principles of land use, crop and animal production; the principles of farm practice and management; and the business practices which will ensure the success of the farm enterprise.

Initially, the course seeks to foster and stimulate an interest in the basic and more important phases of the agricultural industry and to move in the succeeding courses to the broader aspects of special practices and problems related to the farm. The objective throughout should be to apply the course of study to the local farm unit.

The course should be taught in a way that will emphasize the significant contributions Agriculture makes to the community, the province, the nation and the world.

In other words, the course in Agriculture should stimulate in the student a full recognition of the basic importance of Agriculture in the world today, and pride in farming as an occupation.

### AGRICULTURE I

#### First Year

##### **1. Introduction**

- (a) Agriculture in the world, Canada and Manitoba.
- (b) Farming as a business, a profession and a way of life.

##### **2. Livestock—Swine, Beef Cattle, Dairy Cattle, Horses, Sheep.**

- (a) Their place on Manitoba farms.
- (b) Breeds and breed characteristics.
- (c) Feeding and management.
- (d) Judging and field trips.

##### **3. Poultry**

- (a) Their place on Manitoba farms.
- (b) Breeds and breed characteristics.
- (c) Feeding and management.
- (d) Judging and field trips.

##### **4. Cereal Crops—Wheat, Oats, Barley, Rye.**

- (a) Importance of each in the development of prairie agriculture.
- (b) Cultural practices and use of approved varieties.
- (c) The influence of climate and other factors on growth, yield and quality.
- (d) Judging and field trips.

##### **5. Forage Crops**

- (a) Grasses —Brome, Crested Wheat, Meadow Fescue, Kentucky Blue, Slender Wheat, Reed Canary, Creeping Red Fescue.
- (b) Legumes—Sweet Clover, Alfalfa, Red Clover, Alsike, Sanfoin, Vetch each to be considered from the standpoint of:
  - (1) Forage and root system—plant characters.
  - (2) Adaptability and use.
  - (3) Cultural practices and suitable varieties.

## AGRICULTURAL COURSE

### 6. Weeds

- (a) Classification according to:
  1. Annuals, Biennials, Perennials and Winter Annuals.
  2. Prohibited, Primary and Secondary Noxious of 20 common weeds of the district.
- (b) Losses caused.
- (c) Identification.

### 7. Soils

- (a) Soils in relation to home welfare—the need for food, changes in the world's population.
- (b) Origin and nature of soils, parent material, soil organisms, the effect of climate, soil texture.
- (c) Classification of soils according to size of particles, origin, climatic effect, main soil zones.
- (d) Soils in relation to plant growth; source of water and moisture, medium for root development, soil reaction.

### 8. Horticulture

- (a) Farm Garden—value and place of vegetables on the farm and in the diet, culture, suitable varieties, storage.
- (b) Home grounds and shelter belt planning.
- (c) Judging and field trips.

#### *Texts*

There is no authorized text in Agriculture. Teachers and students will obtain bulletins, pamphlets and other publications from:

- (1) *Publications Branch, Manitoba Department of Agriculture.* (These bulletins are prepared by the University of Manitoba in conjunction with the Department of Agriculture.)
- (2) *Publicity and Extension Division, Dominion Department of Agriculture.*

## FARM MANAGEMENT AND ACCOUNTING

### Objective and Scope

The course in Farm Management and Accounting is designed to familiarize the student with the dominant farming enterprises of the community and the prevailing practices. This course, extending over the three years, must proceed from the practical in the early years, to the technical or abstract later in the course. The primary purpose of the course is skill in organizing a farm enterprise on a business basis and to proceed from there to the business organization of a farm.

The plan of study should be on a project basis arranged so as to give the student an opportunity to utilize seasonal sequences on the farm to the largest practicable extent. The project should be one on the home farm and should coincide with the student's interests.

## AGRICULTURAL COURSE

### FARM MANAGEMENT AND ACCOUNTING I

#### First Year

#### A—Purpose and Use of Farm Accounts

##### 1. *A Successful Farm Operator Needs to Know:*

- (a) The farm practices of his area.
- (b) The scientific principles of crop and animal production.
- (c) The business principles with which above should be applied.

Farm management is concerned with the business principles used in applying the other necessary knowledge. It approaches all problems from the standpoint of what is good for the farm operator. Recent changes in commercial agriculture tend to lessen emphasis on (a) (above) and increase importance of (b) and (c).

##### 2. *Need for Knowledge of Farm Business:*

"Good management depends on correct decisions." "Correct decisions depend upon having facts necessary and on knowing how to put facts together to arrive at right conclusions". The man who takes time to study facts will arrive at many more correct decisions than one who does not. (See Hudelson pps. 6-8). The decisions have to be made every day on a farm. It is only a question of whether there is adequate knowledge on which to base correct decisions.

##### 3. *The Use of Farm Accounts:*

- (a) For Income Tax returns.
- (b) A diary of what happened and when. This will be useful in making plans for future years, in settling disputes and in many other ways.
- (c) In a partnership or profit sharing plan, accurate records are essential, e.g., father and son arrangements.
- (d) As a basis for studying the farm business to locate points for improvement.

##### 4. *What a Simple Farm Account Consists of:*

- (a) inventory; (b) cash account; (c) production record.

#### B—The Inventory

##### 1. *The Physical Count:* Details of the number and kinds of farm assets and liabilities.

- (a) Real Estate—Land, buildings, permanent improvements, drainage, irrigation, water supply, wood lots.
- (b) Livestock—Horses, cattle, hogs, sheep, poultry, bees.
- (c) Farm Machinery and Equipment—General machines, special machines, poultry equipment, dairy equipment, hog equipment, other equipment and tools.
- (d) Feed, Seed and Supplies—Grain on hand for seed and feed, forage crops on hand for seed and feed, livestock supplements, machinery repairs, binder twine, gas, oil, grease, lumber, etc.
- (e) Cultivated crops and prepared land.
- (f) Cash and personal items.
- (g) Liabilities.

## AGRICULTURAL COURSE

2. *Valuing the Inventory*—Elementary approach to valuation.
  - (a) What is value?
  - (b) Values are set by: (i) central markets, (ii) local markets, (iii) machinery and lumber agencies, (iv) auction sales, (v) deals between farmers.
  - (c) Actual valuation of the inventory.
3. *Depreciation of the Inventory*:
  - (a) What is depreciation?
  - (b) How is it calculated: (i) for income tax purposes, (ii) for regular farm accounting purposes.

### C—The Cash Account

A record of cash expenses and cash receipts for the farm business and for personal living.

1. *Cash Receipts For*—Crops; livestock; eggs and poultry; dairy products; custom work with machines, tractor, labor; sales of machinery or buildings; and personal receipts.
2. *Cash Expenses*—Expenses on capital; crops; livestock; machinery repairs; tractor and truck; car.
3. *Household Expenses*—A record of all cash expenses for personal and family living.

### D—Summary of the Farm Account

Change in inventory; depreciation; cash receipts; cash expenses; household expenses; balance; summary for income tax returns.

### References

“Farm Business Management”, ..... *Hare, H. R.*, Ryerson Press, Toronto  
“Farm Records” ..... *Hopkins, John*, Iowa State College Press, Ames.  
“Farm Management” ..... *Hudelson, R. R.*, Macmillan, Toronto  
Current Publications; Provincial and Dominion Department of Agriculture and Provincial Universities.

Simple Farm Account Book—Such books are available from banks, machine companies and Universities. The Dominion Department of Agriculture also publishes a simple farm account book.

## GENERAL COURSE

### SECOND YEAR

#### (A) CORE SUBJECTS

The core subjects in the Second Year of the General Course are:

English II.....	18%
Social Studies II.....	12%
Mathematics IIa.....	8%
Science IIa.....	8%
Health and Physical Training II.....	6%
Guidance.....	4%

In the Second Year of the *General Course—Accelerated Students* the whole of Mathematics II (a and b) and Science II (a and b) will be covered. (See "General Course—Accelerated Students").

### ENGLISH II

The full course in English II has been prepared on the basis of a time allotment of 144 hours. This includes 96 hours for Basic Studies with an additional 20 hours for Composition and 28 hours for Additional Literature. An alternative programme for this Additional Literature has been outlined for students who are seeking High School Leaving standard only. The abridged course known as "English-Basic Studies" is designed for the use of students taking the Technical Courses.

The time allotments for the sections of these courses are as follows:

#### English II (144 hours)

##### (a) *Literature*

(1) Drama.....	12 hours
(2) Novel.....	6 hours
(3) Extensive Reading.....	16 hours
(4) Poetry.....	12 hours
(5) Prose Selections.....	10 hours
(6) Additional Literature.....	28 hours
Total.....	84 hours

##### (b) *Composition*

(1) Written Composition and Grammar.....	28 hours
(2) Oral English and Voice Training.....	12 hours
(3) Additional Written Composition.....	20 hours
Total.....	60 hours

#### English II—Basic Studies

##### (a) *Literature*

Drama, Novel, Extensive Reading, Poetry and Prose Selections.....	as above
(No Additional Literature)	
Total.....	56 hours

## GENERAL COURSE

### (b) *Composition*

Written Composition and Grammar and Oral English and Voice Training.....	as above (No Additional Composition)
Total.....	40 hours

### Objectives

For a full statement of the objectives of all sections of the English course see the programme for the First Year of the General Course.

### The Courses

#### English II

##### (a) *Literature*

- (1) Modern Drama:  
“The Admirable Crichton”: *Barrie*.
- (2) A Novel:  
“Oliver Twist”: *Dickens*  
*or* “Lorna Doone”: *Blackmore*  
*or* “Barometer Rising” (St. Martin’s Classics Edition): *McLennan*
- (3) Extensive Reading:  
At least five books approved by the teacher.
- (4) Poetry:  
“A Selection of English Poetry” (1947 Edition): *Macdonald and Walker*

*Note:* The 1945 Edition of this anthology contains all the poems in the following list:

*Robert Browning* (1812-1889)

1. Note on the Dramatic Monologue
1. My Last Duchess

*Alfred Tennyson* (1809-1892)

2. Ulysses
3. Break, Break, Break
4. Crossing the Bar

*Matthew Arnold* (1822-88)

5. Sohrab and Rustum

*Martin Armstrong* (1882- )

6. Miss Thompson Goes Shopping

*Sir John C. Squire* (1884- )

7. The Discovery

*Rudyard Kipling* (1865-1937)

8. The Ballad of East and West

*Edgar Lee Masters* (1868- )

9. Lucinda Matlock
10. Abel Mulveny

*Robert Frost* (1875- )

11. Out, Out . . . .

*Carl Sandburg* (1878- )

12. Clean Curtains
13. Prayers of Steel

*William Henry Drummond* (1854-1907)

14. Maxime Labelle

## GENERAL COURSE

(5) Modern Essays and Other Short Prose:

“Prose of Our Day”: *Gray and Upjohn*

1. The Gauntlet of Fire: *Sir Charles G. D. Roberts*
2. Riding the Rods: *Frederick Philip Groves*
3. Civilization Smashes Up: *Ellis Parker Butler*
4. Tom Thomson: *Graham McInnes*
5. The Master: *H. M. Tomlinson*
6. Address of the Common People: *B. K. Sandwell*
7. The Great Election: *Stephen Leacock*
8. The Future of the Earth: *Sir James Jeans*
9. On Running After One's Hat: *G. K. Chesterton*

(6) Additional Literature:

“Macbeth”: *Shakespeare*

Alternative Additional Literature:

(High School Leaving standard only)

Additional selections of prose and poetry from the authorized texts and additional time for the study of the novel selected.

(b) *Composition and Grammar*

(1) Written Composition and Grammar:

A selection of units or items from the prescribed outline of Written Composition to suit the needs of the class (see First Year).

Remedial work as required.

(2) Oral English and Voice Training:

A selection of units or items from the prescribed outline of Oral English to suit the needs of the class. (See First Year.)

(3) Additional Written Composition:

Additional work from the prescribed outline with remedial work if required.

### English II—Basic Studies

(a) *Literature*..... 56 hours

- (1) Drama (as in English II)
- (2) Novel (as in English II)
- (3) Extensive Reading (as in English II)
- (4) Poetry (as in English II)
- (5) Prose Selections ( as in English II)

(b) *Composition*

(1) Written Composition and Grammar (as in English II)

(2) Oral English and Voice Training (as in English II)

#### Authorized Texts:

Any one of the following:

“English in Action—Book II”: *Tressler* (Heath-Copp Clark)

“Learning to Write”: *Reed Smith* (Macmillan)

“Mastering Effective English”: *Tressler and Lewis*

(The authorization of “Mastering Effective English” will cease in 1950.)

## GENERAL COURSE

### Reference Books:

#### Professional: Methods, Curricula, etc.

- The English Journal: The Professional Magazine for Teachers of Secondary School English, The National Council of Teachers of English, 211 West 68th Street, Chicago, Illinois, (Canada, \$3.35 annually).
- The Clearing House, (published Sept.-May), 203 Lesington Avenue, Sweet Springs, Missouri, (Canada, \$3.40 annually).
- The School Review, Department of Education Publications, University of Chicago, 5835 Kimbark Avenue, Chicago 37, Illinois, (Canada, \$2.70 annually).
- Teaching Composition and Literature in Junior and Senior High School: *Lucia B. Mirrieless*.
- The Teaching of English in Schools: *Pinto, Vivian de Sola*, editor.
- Poetic Pilgrimage: *B. C. Diltz*.
- Pierian Spring: *B. C. Diltz*.
- The Teaching of Literature, in the High School: *Reed Smith*.
- Secondary Education: *Spens Report*.
- Curriculum and Examinations in Secondary Schools: *Norwood Report*.
- Instruction in English in the University High School—VII-X: *Harold A. Anderson et al.*
- Syllabus in English for Secondary Schools, VII-XII, University of the State of New York.
- English Spoken and Written, Part IV of the Newboldt Series.
- A Dictionary of Modern English Usage: *H. W. Fowler*.
- The King's English: *H. W. and F. G. Fowler*.
- Roget's International Thesaurus of English Words and Phrases: *C. O. S. Mawson*.
- Current English Usage: *S. A. Leonard*.
- Correct English: *W. M. Tanner*.
- The Secretary's Handbook: *S. A. Taintor and K. M. Monro*.
- Essentials of English Grammar: *Otto Jespersen*.
- Words and Their Ways in English Speech: *J. B. Greenough and G. L. Kittredge*.
- The Speech Arts: *Craig*.

#### Literature: General—

- Enriched Teaching of English in the High School: *M. N. Woodring and R. T. Benson*.
- Illustrative Material for Junior and Senior High School Literature: *K. E. Wheeling and J. A. Hilson*.
- A Handbook to Literature: *W. F. Thrall and A. Hibbard*.
- A Mapbook of English Literature: *John D. Brisco, R. L. Sharp and M. E. Borish*.
- Classic Myths in English Literature and in Art: *C. M. Gayley*, ed.
- A Smaller Classical Dictionary: *E. H. Blakeney*.
- The Library in the School: *Lucille F. Fargo*.
- Basic Book Collection for High Schools: Amer. Lib. Assn.
- Living Authors: *Dilly Tante* (pseud.).
- Authors Today and Yesterday: *Dilly Tante* (pseud.).
- Twentieth Century Authors: *S. J. Kunitz and H. Haycraft*.
- British Authors of the 19th Century: *S. J. Kunitz and H. Haycraft*.
- English Writers: *Cross, Smith, Stauffer and Collette*.

## GENERAL COURSE

### Poetry—

- Poetry for You: *C. Day Lewis.*  
Poetry: Its Appreciation and Enjoyment: *Untermeyer, Louis and Davidson.*  
The Forms of Poetry: *Louis, Untermeyer.*  
English Literature in the 20th Century: *J. W. Cunliffe.*  
Introduction to Modern Poetry: *Martin Gilkes.*  
Contemporary British Literature: *J. M. Manly and Edith Rickert.*  
Canadian Poetry: *A. J. M. Smith.*  
On Canadian Poetry: *E. K. Brown.*  
The White Savannahs: *W. E. Collin.*  
Selections from Wordsworth: *Philip Wayne.*  
Selections from Browning: *H. A. Needham.*  
Selections from Arnold: *H. Alsop.*  
English Poetry: *C. M. Gayley, C. C. Young and B. P. Kurtz.*  
Modern American and British Poetry: *Louis Untermeyer.*

### Drama and Novel—

- Modern Drama: *J. W. Marriott.*  
Shakespeare—His Life and Works: *Oliphant Smeaton.*  
Prefaces to Shakespeare: *Harley Granville-Barker.*  
An Introduction to Shakespeare: *H. N. MacCracken, et al.*  
Introducing Shakespeare: *G. B. Harrison.*  
Macbeth, Romeo and Juliet: *G. L. Kittredge.*  
The English Novel: *J. B. Priestley.*  
History of the Novel in England: *R. M. Lovett and H. S. Hughes.*  
The Development of the Novel: *W. L. Cross.*

## SOCIAL STUDIES II

The core course in Social Studies in the Second Year is Canadian History. Amongst the optional subjects in this year is a course in Regional Geography (North and South America). Students taking both these courses will find opportunity for correlation particularly in the sections dealing with the growth of trade and industry.

### Authorized Texts

- “Building the Canadian Nation”: *Brown*  
*or* “History of Canada for High Schools”: *McArthur*

### Reference Texts

- “The Canadian Pageant”: *Reeve and MacFarlane*  
“Canada—A Nation”: *Chafe and Lower*

## GENERAL COURSE

### CANADIAN HISTORY

Students of History in the secondary schools are prone to learn words without fully understanding their meaning and significance. To make sure that they acquire this understanding requires careful teaching. Many teachers find that on account of the length of the course and the requirements of Departmental examinations they have not time for this. The following outline is an attempt to reduce the course by indicating exactly what must be learned for the examination. It is hoped that by thus enabling teachers to omit the least important sections they may be able to carry on activities in the History class which will show students the significance of what they are studying. Teachers unfamiliar with such activities or uncertain about their methods of teaching the subject are advised to read the revised edition of Johnson's *Teaching of History*.

This outline may be used with either *History of Canada* by McArthur or *Building the Canadian Nation* by George W. Brown.

While it is necessary for the purpose of study to isolate events and movements, it is essential that the student should always see how they are related to one another. To help students to understand the relationship in time a "date line" should be kept in the students' note-books or preferably on the blackboard. Dates of important events should be learned.

Maps should be used constantly, especially in the study of the sections dealing with exploration and settlement. A good wall map of Canada and small outline maps for students' use are *essential* for every Grade XI history class.

#### 1—Exploration and Settlement up to 1763

The story of exploration and settlement has been covered in the elementary school. In this grade it should be possible to review it somewhat rapidly. Students should learn to appreciate the heroism and devotion of explorers and pioneers. To this end they should be encouraged to read widely interesting detailed histories, biographies and fiction dealing with the subject. English and History may be correlated through oral reports on supplementary reading, student dramatizations of scenes from these stories, and the writing of letters or newspaper articles as they might have been written by people living at the time of the event which is being studied. The student should not be required to memorize many insignificant details, but he should learn thoroughly those events which have had an important influence on the development of Canada.

1. The explorations of the Cabots, Jacques Cartier and Henry Hudson
  - (a) The country from which these explorers came
  - (b) The regions which they explored but not detailed accounts of each journey taken
  - (c) The value of their work

Locate on the map: Cape Breton Island, Newfoundland, Greenland, Labrador, Nova Scotia, Prince Edward Island, The Straits of Belle Isle, The Bay of Chaleur, Gaspé, The St. Lawrence River, Stadacona (Quebec), Hochelaga (Montreal), Hudson River, Hudson Strait, Hudson Bay, James Bay.

Note carefully the geographical features which had an important influence on the opening of the continent; the abundance of fish on the Grand Banks, the presence of ice in the north, the extent of the St. Lawrence system, the rapids above Montreal, the climate of the region, the Hudson Bay as an entrance to the heart of the country.

## GENERAL COURSE

### 2. Samuel de Champlain

- (a) His purposes
- (b) His settlements—their location, difficulties and ultimate success or failure
- (c) His relations with Indians
- (d) The regions which he explored

Locate: The Bay of Fundy, St. Croix, Port Royal (Annapolis), The Iroquois Country, The Huron Country, the Richelieu River, the route to Georgian Bay via the Ottawa River, Mattawa River, Lake Nipissing and French River. Students should see how the Richelieu route gave access to the country to the south and the Ottawa route to the western lakes.

### 3. The settlement of Acadia

The details may be read but students should be required to remember only the fact that the English and French were both interested in this territory and made settlements there. Its position in relation to other French and English settlements and the fishing grounds should be carefully noted on the map and students should remember how it was disposed of in 1713.

### 4. The settlement of Canada

- (a) The general influence on settlement of monopolies given to French trading companies
- (b) The influence of the Church on settlement
- (c) The founding of Montreal and its strategic position
- (d) The effect of the struggle with the Indians on the settlement

### 5. The establishing of a new system of government and its effect on settlement

- (a) The reason for the change
- (b) The new system of government
- (c) Means taken by Talon to encourage settlement
- (d) The location of the settlements in relation to rivers
- (e) Methods by which Frontenac protected the settlement

### 6. The life of the people and the church of New France

Appreciation and understanding of the people is the most important aim in this study. This will not be secured by having students memorize such things as the furniture used or the plan of the houses. By pictures, supplementary reading from history and literature and informal dramatizations in class, it is possible to make the study of these chapters both profitable and enjoyable. Brown's text gives valuable lists of supplementary reading.

### 7. Fur trade and exploration

- (a) The reason why fur trading became the most important industry of Canada
- (b) The advantages and disadvantages of English and French fur traders
- (c) The effect of competition on exploration
- (d) The purpose and outcome of Radisson's expedition
- (e) The founding of the Hudson Bay Company. Note the territory and privileges granted
- (f) The work of La Verendrye. Because of La Verendrye's explorations in Western Canada, his work should be studied more carefully than that of the other explorers

## GENERAL COURSE

In the study of Radisson the student should read the full account of his journeys but need not learn these for reproduction. In the study of La Verendrye they should know: the purpose of his journeys; the route which he followed to reach the junction of the Red and Assiniboine Rivers; the nature of the difficulties which he encountered; the route followed to Fort Paskoyac (The Pas) and the forts built; the territory explored in his journey into the Mandan country; the contribution which he made to the development of Canada.

Locate: the routes followed by traders from Montreal to Lake Superior and from Lake Superior to the Junction of the Red and Assiniboine. Fort la Reine (Portage la Prairie), Lake Manitoba, Cedar Lake, The Saskatchewan River, Fort Paskoyac (The Pas). By a careful study of the map students should see how the systems of lakes and rivers contributed to the development of Canada.

See Brown's text for lists of supplementary reading which students should be encouraged to read for interest and appreciation.

### **2—Political Institutions and Relations up to 1849**

It may help some students to understand the significance of this section if, before they begin it, they become familiar with our modern system of government and the means that the people have of controlling the actions of their rulers. They can then make frequent comparisons between early forms of government and the present and see how the changes of the past each contributed to the development of our present system.

#### **1. The conflict between the French and English**

- (a) Locate the three regions where their interests clashed—Acadia, Lake Champlain, and Northwest of the Great Lakes and learn why their interests clashed
- (b) Learn why at a later date the French and English clashed in the Ohio Valley
- (c) The Seven Years War. Students should read the account of this but it is not necessary for them to try to remember the details of the campaigns.
- (d) The terms of the Treaty of Paris

#### **2. The Quebec Act and Carleton's part in framing it**

The teacher should be careful to see that students understand the meaning of the different provisions, the reasons for making them, the effect that they had on the Americans and French.

#### **3. The American Revolution**

This need not be studied in detail but the student should see the effect of Carleton's policies and the Quebec Act on the war and know the terms of the Treaty of 1783.

Locate the boundaries as defined in 1783.

#### **4. The Constitutional Act**

- (a) The location and extent of the British settlements and the problem which they created
- (b) The terms of the Act. Students should understand fully the reasons for the changes which were made through the Act, the meaning of its terms and how it was "the very image and transcript" of the British system

## GENERAL COURSE

5. Government under the Constitutional Act, the movement for reform, and the granting of responsible government

To help students to understand and appreciate the controls provided by our present system of government, this section should be studied very carefully. Since this is difficult for the average student to understand, it will require careful study, class discussion, and much explanation by the teacher. Students should understand the economic background to the Rebellion of 1837 (see Brown's *Building the Canadian Nation* for this), how abuses arose in the government and why they were difficult to remedy under a system in which the government was not responsible to the Assembly. They should understand how responsible government was obtained through the agitation of reformers, Durham's Report, the Act of Union, and the administration of different governors.

### 3—Exploration and Settlement—(Continued)

1. The British settlements, their location and difficulties

Locate: Nova Scotia, Halifax, Annapolis, Cape Breton Island, New Brunswick, Fredericton, the St. John River, Settlements in Quebec at Sorel and Gaspé, Settlements in Upper Canada west of Fort Frontenac, Glengarry, Niagara Peninsula.

2. The conflicting interests of Americans and Canadians leading to the war of 1812. The immediate cause of the war

The story of the war should be read, but students should not be required to learn the details of the different campaigns

The results of the war should be studied carefully.

3. The description of the life of the pioneers can be read easily and with interest. The suggestions given for the study of Section 1-6 above apply also to this chapter.

4. Locate on the map the Welland and Rideau Canals.

5. The explorations of Mackenzie, Vancouver, Fraser, Thompson, Hearne and Franklin

The students should know the regions explored by each of these men, but it is not necessary for them to memorize the details of the different journeys which each one made. For example, they should know that Mackenzie setting out from Chipewyan explored the Slave River, Great Slave Lake and the Mackenzie River, and travelling westward via the Peace River reached the Pacific by land. To develop interest and appreciation they should be encouraged to read interesting biographies and histories of the period.

Locate: Athabaska, Slave River, Great Slave Lake, Mackenzie River, Peace River, Fraser River, Straits of Juan de Fuca, Puget Sound, Churchill River, Nelson River. Note how the lakes and rivers provided a means of travel for the explorers.

6. The story of the Selkirk Settlers should be studied in detail and students should be encouraged to read such books as *Manitoba Milestones*, *Men of Kildonan*, *Builders of the West*, *Women of the Red River*, *Mine Inheritance*, and other books and articles which will add detail and color to the brief story given in the text. Again it is of first importance that the students should develop interest and appreciation.

7. The settlement in the Pacific. This need not be studied in detail. Note only the formation of the province and the influence of the discovery of gold on the settlement.

Locate on the map: Vancouver Island, Victoria, Vancouver.

8. The settlement of the West after 1896.

## GENERAL COURSE

### 4—Political Institutions and Relations—(Continued)

#### 1. Confederation

- (a) The problem caused by deadlock. The details of the changes in the government preceding Confederation may be passed over quickly but the reason for the inability of any government to secure a sufficient majority and the problem which this created should be understood.
- (b) The proposal for Confederation and the nature of a federal union
- (c) The reasons for Confederation should be carefully studied
- (d) The detailed account of the steps by which Confederation was accomplished may be passed over quickly but the terms should be studied carefully.
- (e) because of our provincial interest the negotiations for the admission of western provinces and the rebellions of 1870 and 1885 should be studied more carefully.

It is important that students should understand the principles underlying the B.N.A. Act and the problems regarding the relationship of the Dominion and the Provinces which have arisen from it and current negotiations.

#### 2. Canada in relation to the United States

- (a) The Rush-Bagot Agreement of 1817
- (b) The Boundary Disputes. It is not necessary for students to learn the details of these disputes, but the methods by which settlements were reached should be noted.
- (c) The Reciprocity Treaty. The student should understand the reason for the treaty, its terms and the effect on the two countries.
- (d) The appointment of a Joint High Commission 1898
- (e) The method of settling the Alaskan dispute and other differences should be noted
- (f) The function of the International Joint Commission
- (g) The increasing independence of Canada in dealing with the United States
- (h) Renewed proposals for reciprocity
- (i) The Ottawa Agreements
- (j) Reciprocity in 1936
- (k) The Ogdensburg Agreement
- (l) Co-operation in the World War
- (m) Current negotiations between the two countries

#### 3. The development of Dominion status and Canada's relation to the Empire

- (a) The nature of the early colonial relationship
- (b) The reservation in regard to control of foreign policy in Durham's Report
- (c) The increasing share taken by Canada in conducting negotiation with the United States. The appointment of a Canadian Minister to Washington during World War I.
- (d) Introduction of penny postage
- (e) Canada's part in the South African War
- (f) The Colonial Conference
- (g) Canada's part in the World War I
- (h) The Imperial Conference and the Statute of Westminster
- (i) The Ottawa Conference
- (j) Canada's part in the League of Nations
- (k) Canada's part in the World War II and in the settlements
- (l) Current developments and discussions about the National flag, the problem of Canadian nationality, international affairs, etc.

## GENERAL COURSE

### 5—Modern Canada

The events and movements to be studied in this section are a part of the world in which the students are now living. Through this study as a completion to their study of Canadian History they should develop an interest in present day social, political, and economic problems, the ability to gather and organize information about them, to evaluate what they read, and to detect propaganda.

Very many important developments which have taken place since Confederation are mentioned in the text, but in such a cursory way that students are likely to gain little from the reading of them. In order that they may attain at least some of the ends mentioned above, only a few of the most important subjects have been selected. The brief accounts of these given in the text should be supplemented from current pamphlets, books and magazines, and from direct experiences.

The booklet entitled *Canada*, issued annually by the Dominion Government Department of Trade and Commerce, will be found useful for the study of this section.

See also *World Affairs*, a magazine for scholars, published by The World Affairs Press, 224 Bloor St. West, Toronto, Ont.

#### 1. Transportation and communication

- (a) Early travel by stage coach
- (b) The use of waterways
- (c) The Building of the Rideau, Welland and Sault Canals
- (d) Ocean transportation—Cunard
- (e) The improvement of the canal system about 1850
- (f) The building of local railway lines. Students need not try to remember the location of these
- (g) The building of the Canadian Pacific Railway
- (h) The building of the Grand Trunk Pacific and Canadian Northern
- (i) The Railway Commission
- (j) The problem of financing railway building in sparsely settled country
- (k) The building of the T. & N.O. Railway
- (l) The improvement of highways and development of motors
- (m) The opening of the Panama Canal
- (n) The formation of the Canadian National System
- (o) The development of air transport. The use of the aeroplane in Canada
- (p) The development of the postal system and the radio
- (q) Problems of regulation and control

Locate the position of the transcontinental lines

#### 2. Education

- (a) Education in New France
- (b) Early education in private schools and grammar schools. The beginning of higher education in the early part of the 19th century
- (c) Note the improvements made at the end of the century, the method of control which developed and the provision for the training of teachers
- (d) The control of education under the B.N.A. Act. The present method of administration—the Department of Education and its functions, the local boards and their functions, the movement for larger units
- (e) Present day problems regarding the financing of schools, provision of education to suit the needs of increased enrolment in secondary schools, religious instruction, larger units

## GENERAL COURSE

### 3. Agriculture

- (a) Beginnings in New France
- (b) Beginnings in Upper and Lower Canada and Manitoba
- (c) Progress in the 19th century—the organization of Agricultural Societies, the value of “fairs”, the organization of a Department of Agriculture, establishing Agricultural Schools and Model Farms  
Study the functions of the Manitoba Department of Agriculture and the work of our schools, experimental farms and demonstration farms and plots
- (d) Progress in the 20th century
  - The development of wheat farming in the West—new varieties, improved transportation, and grading
  - The development of organizations for marketing
- (e) Agriculture and the War

### 4. Industrial Growth

- (a) Early industries in New France
- (b) Post Loyalist development. Development of mills
- (c) Macdonald's National Policy
- (d) The creation of a Department of Labour and its purpose
- (e) The development of a hydro-electric system
- (f) The effect of the World Wars on industrial development
- (g) The rise of Labor Unions
- (h) Labor legislation
- (i) Canada's place in world trade. The problem created by tariffs and restrictions
- (j) Canada's part in the restoration of Europe.
- (k) Manitoba's share in industrial development of Canada

## MATHEMATICS

The objectives of the Senior High School course in Mathematics are outlined at the head of the course for the First Year.

For the year 1949-50 the texts previously authorized will be used. These texts are:

“Modern Second Course in Algebra”—*Wells and Hart*

“High School Algebra”—*Crawford*

“Geometry for High Schools”—*Riter and Snyder*

These authorizations will cease in 1950.

The course in Mathematics II has been developed in two sections:

IIa Geometry

IIb Algebra

These will normally be covered in two years. If time-tabling permits these two subjects may be taken concurrently.

The following outlines show the programmes for each year of the Senior High School Course:

First Year.....	Mathematics I
Second Year.....	Mathematics IIa
Third Year.....	Mathematics IIb
Fourth Year.....	Mathematics III

## GENERAL COURSE

Departmental examinations will be set in Mathematics IIa, Mathematics IIb, Mathematics II and Mathematics III. The paper in Mathematics II will combine the Algebra and Geometry of the Second and Third Years (See "General Course—Accelerated").

### Mathematics IIa

"Geometry for High Schools"—*Riter and Snyder*.

#### Book II—Area

Propositions I-IV with corollaries.

#### Book III, Loci, The Circle

Theorems on Loci: Locus I, Locus II, corollary to Locus II, Locus III, Locus IV.

Preliminary Theorems: 1, 2, Converse of 2, 3, Converse of 3.

Propositions: I, II, III, Converse of III, IV, Converse of IV, V, Corollary to V and its Converse, VI, Corollary to VI and its Converse, VII, Converse of VII, VIII, Corollary to VIII, X, XI.

(Note: In schools where Geometry and Algebra are taken concurrently the above will constitute the work in Geometry for the first part of Mathematics IIa.)

#### Book IV—Ratio and Similar Triangles

Propositions: I, Corollaries I and II, IV, VI, VII, Corollary to VII, VIII, IX, XIII, XIV, XVI, XVII.

Ratio applied to areas (pp. 248-249).

### Mathematics IIb

(This course will normally be taken in the Third Year. It is included here for students who are taking Algebra and Geometry concurrently.)

"Modern Second Course in Algebra"—*Wells and Hart*.

OR

"High School Algebra"—*Crawford*.

For students using the Wells and Hart text:

Square Root and Quadratic Surds.....	Chapter VII
Quadratic Functions and Equations.....	Chapter VIII
Graph of Parabola and Circle.....	Chapter IX

Note:—In schools where Algebra and Geometry are taken concurrently the above will constitute the work in Algebra for the first part of Mathematics IIb.)

Systems involving Quadratics.....	Chapter X
Exponents and Radicals.....	Chapter XI
Logarithms.....	Chapter XII

For students using the Crawford text:

Extraction of Roots.....	Chapter XVII
Quadratic Surds.....	Chapter XVIII
Quadratic Equations.....	Chapter XIX
The General Quadratic Equation.....	Chapter XXI
Theory of Quadratics	

(omit secs. 236, 237, 240, 241, 242, 243 and exercises thereon.)

Note—In schools where Algebra and Geometry are taken concurrently the above will constitute the work in Algebra for the first part of Mathematics IIb.)

Simultaneous Quadratics.....	Chapter XXII
Indices.....	Chapter XXIII
Surds and Surd Equations.....	Chapter XXIV
Ratio and Proportion.....	Chapter XX

## GENERAL COURSE

The following may be omitted: ("High School Algebra"—*Crawford*)

P. 219 -	Nos. 19 to 23 inc.	P. 282-87 Omit all except
P. 223	Nos. 22 to 28 inc.	P. 286, Nos. 1 to 9; (teach only type I)
P. 225	Nos. 21 to 25 inc.	P. 291-92 Nos. 18 to 43 inc.
P. 226 - 227	Nos. 13 to 28 inc.	P. 305-07 Nos. 14 to 36 inc.
P. 251 - 252	Nos. 20 to 37 inc.	P. 317 Nos. 9 to 25 inc.
P. 276	Nos. 13 to 22 inc.	P. 320 - 326—All
P. 277 - 78	Nos. 25 to 46 inc.	

## GENERAL MATHEMATICS II

Home Economics Course

High School Leaving.

This course is designed for the Second Year of the Home Economics course and for the use of students following the General Course who are seeking High School Leaving Standing only. It is largely arithmetical but concludes with an introduction to algebra which presents in simple form a number of useful concepts.

*Text:*

"Mathematics in Daily Use"—*Hart, Gregory and Schult.*

Unit VII —Safeguarding Family Income

Unit VIII—Community Activities

Unit IX --Business Transactions

Unit X —Introduction to Algebra

## SCIENCE II

The general objectives of the work in Science in the Senior High Schools are outlined at the head of the course in Science I (q.v.).

The work in Science II consists of two courses:

IIa.....	General Science
IIb.....	Physics or Chemistry or Biology

Departmental examinations will be set in each of these subjects.

In the Second Year of the General Course students will cover Science IIa.  
(See "General Course—Accelerated" for special provision for accelerated students)

### Science IIa

*Authorized Text:*

"Everyday Problems in Science"—.....*Beauchamp, Mayfield and West*

The Course:

#### *Unit 13—What is the Relation of the Earth to Other Heavenly Bodies?*

Looking Ahead to Unit 13.

1. What is the solar system?
2. What is the nature of the universe?
3. How do the earth's movements affect us?
4. How do astronomers learn about the heavenly bodies?

## GENERAL COURSE

### *Unit 14—How Does the Earth's Surface Change?*

Looking Ahead to Unit 14

1. How is the surface of the earth worn down?
2. How are the low parts of the earth built up?
3. How are the highlands renewed?

### *Unit 15—How Do We Harness the Energy of Nature to Do Our Work?*

1. How is the energy of wind and water put to work?
2. How do we measure power?
3. How do we use steam to harness the energy of fuels?
4. How is the energy of fuels harnessed by internal combustion engines?
5. What sources of energy will we use in the future?

### *Unit 16—How Do We Obtain and Use Electrical Currents?*

Looking Ahead to Unit 16

1. What is electricity?
2. How do we control electrical current?
3. How do we make use of chemical change to produce electrical current?
4. How is electricity measured?
5. How do we use mechanical energy to produce electrical current?
6. How do we get heat energy and light energy from electrical current?
7. How do electrical currents do work?
8. How is the energy of electrical current transmitted from the generators to our homes?

### *Unit 17—How Do We Use Energy for Communications?*

1. What is sound?
2. Why do sounds differ from one another?
3. How do we hear?
4. How is the energy of electrical current used for sending messages?

### *Unit 18—How Do We Use the Energy of Light?*

Looking Ahead to Unit 18

1. How does light behave?
2. How do we use reflected light?
3. How do we use light in our homes?
4. How do we use lenses?
5. Why are objects of different colours?

### *Unit 19—How Does Man Provide Transportation?*

Looking Ahead to Unit 19

1. How are land vehicles propelled?
2. How are boats and ships operated?
3. How are balloons and dirigibles operated?
4. How are aeroplanes held up?

### *Unit 20—How Can Science Help Us Keep from Wasting Nature's Wealth?*

Looking Ahead to Unit 20

1. How can we save our soil?
2. How can we save fuel for future use?
3. How can we best enjoy our wild animals?
4. How can we make the best use of our forests?

## Practical Work

The experiments described in the text. As many of these experiments as time and facilities permit will be performed by the students. Others may be demonstrated by the teacher. All must be written up in the students' Science Note Books (see "Science I—Practical Work"). These note books must be certified by the principal or the science teacher. Gummed certificate forms may be obtained from the Registrar.

## GENERAL COURSE

Practical tests may be conducted by examiners appointed by the Department at any time after April 1st.

In case they should be required by the examiners, the practical science notebooks in grades examined by the Department must be available on demand until the results of the examinations have been officially issued. Candidates must be notified that the Department may ask for these notebooks by writing to the home address given on their application forms.

## HEALTH II

In the Second Year of the course in Health in the Senior High School, the emphasis is thrown on family life. There is no authorized text but any one of the student reference texts may be used to advantage.

For a statement of objectives and suggestions as to procedures see "Health I".

### Reference Texts;

- "Effective Living", 2nd ed., *Turner, C. E. and McHose, E.*, (C. V. Mosby Co.)
- "Health For You", *Crisp, K. B.*, (Longmans Green).
- "Health and Physical Fitness", *Goldberger, I. H. and Hallock, G. T.* (Ginn & Co.).
- "Good Health", *Phair, J. T. and Speirs, N. R.* (Ginn & Co.).

### Films

Many excellent films are available from the:

Department of Education, Visual Education Branch, Legislative Building, Winnipeg.

The Department of Health and Welfare Education, Health and Public Welfare, 320 Sherbrook Street, Winnipeg.

Write to the above departments for film catalogues.

### Publications

Write to the Department of Health and Public Welfare, Health and Welfare Education, 320 Sherbrook Street, Winnipeg, for a catalogue of free health pamphlets.

#### *Unit 1—Making a Good House*

1. Types of housing and location.
2. Lighting, heating, ventilation, refrigeration.
3. Safe water supply and sewage and garbage disposal.
4. Control of rats, mice, flies, etc.
5. Keeping the home clean, attractive and healthful.
6. Protection of food.

### Publications

Department of Health and Public Welfare, Health & Welfare Education Division, 320 Sherbrook Street;

Control Mortgage and Housing Corporation, 811 McArthur Building, Winnipeg, Man.

## GENERAL COURSE

### *Unit II—Making a House Into a Home*

1. Spiritual values.
2. Ethical and moral values.
3. Emotional relationships.
4. Developing social skills.
5. Sharing recreational experience.
6. Cultural and aesthetic values.
7. Educational values.

### Teacher References

- “Sex Guidance in Family Life Education”, *Strain, Frances B.*, (MacMillan).  
“Making a House a Home”, Consumer Education Series, 1201-16 St., N.W.  
Washington 6, D.C.  
“Home Economic Series”, *Judy Bond*.  
“Living With the Family”, (Copp-Clark).

### *Unit III—Heredity and environment*

Study heredity and environment in relation to:

1. Inheritance of traits.
2. Acquiring traits.
3. Physical development.
4. Early training and atmosphere.

### Teacher References

- “Sex Guidance in Family Life Education”, *Strain, Frances B.*, (MacMillan).  
“Child Development”, *Judy Bond Series*, (Copp-Clark).  
“Baby and Child Care”, *Spock, Benjamin J.*, (Pocket Books Inc.).

### Publications

Department of Health and Public Welfare, Health and Welfare Education Division, 320 Sherbrook St., Winnipeg.

- “How Can We Teach About Sex”  
“Health of Women and Girls”  
“Health for Men and Boys”

### *Unit IV—Experience in the development of maturity*

1. Choosing clothes.
2. Spending money—part-time work.
3. Budgeting time.
4. Choosing a career.
5. Choosing friends—learning how to make friends.  
Selection of boy and girl friends.
6. Learning when and where to seek good advice, and learning how to make use of it.
7. Dating and time of getting home; number of nights out in a week.
8. Manners and etiquette.

### Teacher References

- “Good Grooming”, *Judy Bond Series*, (Copp Clark).  
“Careers in Home Economics”, *Judy Bond Series*, (Copp Clark).  
“Investing in Yourself”, *Strang, Ruth*, Consumer Education Series,  
1201-16 St. N.W., Washington 6, D.C.  
“Time On Your Hands”, *Consumer Education Series*.  
“Managing Your Money”, *Consumer Education Series*.  
“Behave Yourself”, *Briggs, M. P. and Allen*, (J. P. Lippincott & Co.).

## GENERAL COURSE

### Publications

- |                              |                                   |
|------------------------------|-----------------------------------|
| “Petting, Wise or Otherwise” | “From Boy to Man”                 |
| “Health for Man and Boy”     | “Marriage and Parenthood”         |
| “Health for Women and Girls” | “Social Life for High School Boys |
| “Making Marriages Last”      | and Girls”                        |

Vocational guidance pamphlets obtainable from Room 170, Legislative Building.

### *Unit V—Balancing the family budget*

1. Basic family needs and their relative importance in the budget.
2. Cost of housing and its operation.
3. Food in the budget.
4. Clothing in the budget.
5. Medical care.
6. Insurance and other forms of saving.
7. Education.
8. Recreation, miscellaneous.

### Teacher References

- “Buying Insurance”, “Effective Shopping”, *Consumer Education Series*, 1201-16 St., N.W. Washington, 6, D.C.  
“Consumer Buying”, *Judy Bond Series*, (Copp Clark).

### Publications

Manitoba Hospital Service Association, Winnipeg.

“Manitoba Health Plan”, Dept. of Health and Public Welfare, Health and Welfare Education, 320 Sherbrook Street, Winnipeg; Central Mortgage and Housing Corporation.

### *Unit VI—Safe housekeeping to prevent accidents*

1. Heating, lighting and electrical equipment.
2. Preparing and cooking food.
3. Handling tools.
4. Cleaning, repairing and painting.
5. The medicine chest.
6. Fire prevention.
7. Safe walking, cycling, riding and driving.
8. Safe recreation.
9. Safe Bathing.

### Publications

Department of Health and Public Welfare, Health and Welfare Education Division.

Attorney-General, Legislative Building, *Driver's Guide*, Accident Prevention Bureau, Department of Labour, Legislative Building.

### *Unit VII—First Aid*

1. Getting help.
2. Selecting and maintaining equipment for first aid.
3. Artificial respiration.
4. Application of dressings and bandages.
5. Care of wounds.
6. Care of burns.
7. Care of suspected fractures.
8. Care of sprains.
9. Sunstroke, shock and heat exhaustion.
10. Poisons.
11. Fainting.
12. Transportation of the sick or injured.
13. Epilepsy.
14. Miscellaneous

## **GENERAL COURSE**

### **Teacher References**

"Home Nursing", *Judy Bond Series*, (Copp Clark).

### **Publications**

Department of Health and Public Welfare, Health and Welfare Education,  
320 Sherbrook St., Winnipeg.

### *Unit VIII—Protection of the Health of the family*

1. Principles of good nutrition.
2. Rest, sleep and relaxation.
3. Immunization against smallpox, diphtheria, whooping cough, tetanus, etc.
4. Control of communicable diseases.
5. Health examination.
6. Early medical care in illness.

### **Teacher References**

"The Meaning of Nutrition", *Judy Bond Series*, (Copp Clark).

### **Publications**

Department of Health and Public Welfare, Health and Welfare Education,  
320 Sherbrook St., Winnipeg.

### *Unit IX—The Care of the Young Child*

1. Birth rate in Manitoba.
2. Rates and causes of infant deaths in Manitoba.
3. Causes of illness and handicap in infants.
4. Prenatal care for mothers.
5. Medical and hospital care.
6. Postnatal care of mother and child.
7. Care of infants and preschool children.
8. Growth and development of infants and preschool children.

### **Teacher References**

"Baby and Child Care", *Spock, Benjamin J.*, Pocket Books Inc.  
"Learning to Care for Children", *Bradbury and Amidon*, (MacMillan).  
"How to Study the Behaviour of Children", *Driscoll, Gertrude*, Teachers  
College Publication, 525 W 120 St., New York 27, N.Y., U.S.A.

### **Publications**

Department of Health and Public Welfare, Health and Welfare Education,  
320 Sherbrook St., Winnipeg.

## **PHYSICAL EDUCATION**

The principles of Physical Education in the Senior High Schools are outlined  
in the General Course—First Year (q.v.).

A full outline of physical activities for these grades with suggestions as to  
teaching procedures is available on application to the Director of Physical  
Education, Health and Public Welfare Offices, Sherbrook Street, Winnipeg.

## GENERAL COURSE

### GUIDANCE

The work in Guidance in the Second Year will follow on the same lines as that laid down for the First Year of the General Course (q.v.).

Guidance will be given in the following areas:

Area I —*Vocational Guidance.*

Area II—*Educational Guidance.*

Area III—*Guidance in Social Development.*

Area IV—*Guidance in the Solution of Personal Problems.*

### Reference Books

See: General Course—First Year

Commercial Course—Second Year

### (B) OPTIONAL SUBJECTS

The options in the Second Year of the General Course are:

French IIa

Latin IIa

German IIa

Home Economics I or II

General Shop I or II

Commercial I or II

Art I or II

Music I or II

Regional Geography II

Two of these must be elected for full standing in the Second Year.

Students who are seeking University matriculation are required to take one of the language options.

(For special provision for accelerated students see "General Course—Accelerated".)

### FRENCH

An outline of the aims and methods of teaching French in the Senior High School is given at the head of "French I"(q.v.).

### FRENCH IIa

#### Grammar and Composition

*Authorized texts:*

either "Cours Moyen de Français", *Travis* and *Travis* (chapters I-XV)  
or "Senior French", *O'Brien* and *La France* (chapters I-XVII).

(Note: It is recommended that the text, "Cours Moyen de Français" should be used in French IIa, followed by "Senior French" in French IIb. This course should be adopted wherever it is feasible. It will be permitted, however, for students to use one text only. In this case they will be required to cover half the chapters in French IIa and the remainder in French IIb. The outline below is that of the course in which both texts are used.)

## GENERAL COURSE

### The Course

"Cours Moyen de Français": Chapters I-XV  
*together with*

An elementary study of the subjunctive including:

Tense forms: Present and perfect subjunctive, for use in translation from English to French, and for recognition in reading: Imperfect and pluperfect subjunctive for recognition in reading only. Uses in adverbial clauses, after pour que, afin que, avant que, bien que, quoique, jusqu'à ce que, en attendant que, sans que, à moins que, de peur que, de crainte que, as on page 211. Uses in noun clauses, after vouloir, désirer, as on page 230; after negative and interrogative of croire, as on page 232; after expressions of emotion, être content que, regretter, être étonné que, avoir peur que, craindre, as on page 211; after il faut que, il est nécessaire que, as on page 222: Uses in adjectival clauses as on page 234(d), (1) and (2). The page references are to Travis and Travis: appropriate substitutions should be made for O'Brien and La France.

### Required Reading

#### Authorized texts

"L'Année Française", *Hedgecock and Hughes*.  
"En Avant", *Klinck*.

#### The Course:

*L'Année Française*

*Intensive*: Chapters 1, 3, 6, 11.

*Extensive*: Chapters 8, 12, 15, 17.

*En Avant*

*Intensive*: pages 17-24, 36-46, 144-5.

*Extensive*: pages 2-8; either 46-52, or 52-60, or 60-66; and 108-117.

### Supplementary Reading:

The remainder of these texts, and

"L'Ile sans Nom, *Level*"  
"La Mission de Slim Kerrigan", *Boutinon*  
"L'Ours Brunet", *Kubnick*  
"La Croix d'Ebène", *Rivoire*  
"Arsène Lupin", *Leblanc*.

### Examination

There will be no separate Departmental Examinations in French IIa. For details of the examination in French II see "General Course—Accelerated".

## LATIN IIa

A statement of the aims and methods of teaching Latin in the Senior High School is given at the head of "Latin I" (q.v.).

### Grammar

#### Authorized text:

"Latin for Today" (abridged edition), *Gray, Jenkins et al.*

## GENERAL COURSE

### The Course

Lessons LIII to LXXVI (inclusive) with the omission of:

Lesson LXX (pp. 383-386).

All (b) exercises in Part III.

Odd-numbered sentences in the exercises prescribed for translation into Latin.

### Authors

#### *Authorized text*

"Latin Prose and Poetry", *Bonney and Niddrie*.

### Course

The following selections

#### Part I:

Gellius 1, 3, 4 and 5.

#### Part II:

Catullus 1-7 (inclusive).

There will be no separate Departmental examination in Latin IIa. For particulars of the examination in Latin II see "General Course—Accelerated".

## GERMAN IIa

#### *Authorized texts*

"Essentials of German", *Vos*.

"Drei Novellen", *Kurtz*.

### Objectives

(See also German I.)

The long-range objective of the German course is to introduce the pupil to the civilization of an important European nation. The alert teacher begins moving towards this goal from the first lesson on, by giving an informal talk on the German contribution to our common Western culture: in music, philosophy, science, technology, literature. With the help of *realia* (listed below), the cultural side of the study may be kept before the learner at all times. It is well to remember the warning of the great anthropologist Bronislaw Malinowski, that to learn words and grammar is not enough. There must be a knowledge of the cultural and psychological background of the people, or the full significance of the words and sentences will not be understood. There is nothing better than such background material for awakening in the pupil an interest in the language.

The best current opinion holds that the study of a foreign language should be introduced by the oral method. Accurate pronunciation, the mere rudiments of formal grammar, a simple vocabulary based on concrete, every-day situations—these are the materials with which the teacher should work.

A basic vocabulary comprises: 1. the cardinal and ordinal numbers; 2. the days of the week and months of the year; 3. the time of day; 4. money, weights and measures; 5. common words and phrases dealing with food, lodging, transportation, dress, health, school, amusement, polite forms of address.

In the early stages only the skeleton of German grammar should be explained, not drilled with painful accuracy and minute detail. The emphasis should be on the handling of a concrete situation, not on the mastery of correct grammatical forms.

## GENERAL COURSE

After several weeks of conversational practice, elementary reading should be introduced into the course. The objective here should be rapid reading for content, not literal translation of phrases and sentences.

The last discipline is that of writing in the foreign language. The first step is to do the sentences in the grammars. This should be accompanied by dictation and the paraphrasing of simple poems or anecdotes. The final stage is represented by free composition; but even this may be started at a fairly elementary level.

## DRILL

The most difficult aspect of learning a foreign language is, of course, the acquisition of a large vocabulary. The memorizing of alphabetical lists of words is useless. But words grouped around a common theme can be learned much more easily. Other devices for stirring pupils' interest are: drill on synonyms, antonyms, word families (*sehen, ansehen, einschen, versehen, zusehen, übersehen, Überseher, Ubersicht, Gesicht, Ansicht, Aufsicht, Aussicht, Vorsicht, Gesicht, sichtbar, unsichtbar, Sehenswürdigkeiten*, etc.), derivations, the breaking up of long compounds into their elements.

Useful books for this type of study are: Prehn's "*Guide to German Vocabulary*"—(Oxford University Press) and the "*Sprachbrockhaus*." The latter book is invaluable as a lively source for learning German words. Its thousands of pictures and resumés of information on all sorts of subjects can be made the starting point for research projects.

## REALIA

The importance of real objects embodying the culture of the nation which is being studied cannot be overemphasized. Radio programmes, gramophone records of spoken German and of German music, pictures, newspapers, posters, stamps, advertisements, coins—all should play their part in attracting the pupil to the subject. Beautifully illustrated books of all kinds abound in Germany. There should be some one room in the school in which there is a small German library and room for periodic displays of realia.

"*Die Jugendpost*" is a German newspaper written especially for high school students who are learning German. It is available in quantity at very reasonable prices from the Department of German at the University of Rochester, New York.

### The Course

#### Grammar:

"Essentials of German", Vos. Lessons XVI-XXX.

#### Authors:

"Drei Novellen", Kurtz. Pages 1-77.

### Supplementary texts

#### Conversation:

"Haute Abend", Kelber.

"So Einfach", Kelber.

"Sag's auf Deutsch", Goedsche.

#### Poetry:

"A Book of German Lyrics", Bruns, (Heath).

"Deutsches Liederbuch", I and II, (Thrift Press, Ithaca, N.Y.).

## GENERAL COURSE

### Readers

- "Intermediate German Readings", *Chiles*, (Ginn).
- "Der Sand Läuft Falsch im Stundenglas", *Hildenbrandt*, (Gage).
- "Der Radio Detektiv", *Roggeveen*, (MacMillans).
- "Drei Kameraden", *Remarque*, (Gage).
- "Die Abenteuer von Paula und Peter", *Johannsen and Wagner*, (Clarke Irwin).

There will be no separate Departmental examination in German IIa. For particulars of German II see "General Course—Accelerated".

## HOME ECONOMICS II

The general objectives of teaching Home Economics in the General Course in the Senior High School are outlined at the head of "Home Economics I" (q.v.).

As in the First Year the subject is treated in three areas:

Area I —Foods and Nutrition.

Area II —Clothing.

Area III—Your Home and You.

The allocation of time to each of these areas with the specific objectives of each are as outlined below.

(*Note*: Home Economics I may be taken as an option in the 2nd Year if not previously elected.)

### Division of Time

- (1) Foods: 33-40% or 32-38 hours.
- (2) Clothing: 33-40% or 32-38 hours.
- (3) Your Home and You: 34-20% or 32-20 hours.

### *Area 1—Foods*

Time—33-40%. See Directive Level I.

### Objectives of Area

- I. The ability to plan, prepare and serve meals:
  - (a) to meet the food requirements of the girl, family and others.
  - (b) suitable to the income available for food.
  - (c) according to time, facilities and equipment available.
- II. The ability to make wise choice in:
  - (a) purchasing foods from among the wide varieties found on the market, e.g., choice of quick frozen, fresh, dried or canned.
  - (b) judging comparative, economic values of foods, e.g., when it is advisable to prepare foods at home.
- III. An understanding of the relation of nutrition to the health of the girl and her family.

### Units of Area

*Unit I—Food Preservation*—8-10% of area time—approximately 4 hours.

An understanding of the need for adequate care in preservation of food and when it is advisable to preserve foods in the home. More advanced methods of food preservation, pressure canning and freezing. Jam or jelly.

## GENERAL COURSE

*Unit II—Meals for the Family*—40-20% of area time—approximately 12-15 hours.

Understanding of the food requirements of each member of the family and the importance of serving healthful, satisfying and economical meals. More advanced methods of food preparation, use of left-overs, fish and poultry cooking and deep-fat frying.

*Unit III—Nutrition*—20-25% of area time—approximately 8 hours.

To develop an understanding of food values and to enable the girl to use these in choosing adequate meals for herself and her family. A study of proteins, minerals, vitamins and calorie requirements in normal nutrition with application to gaining and reducing diets, nutritional anemia and food for children.

*Unit IV—Food Management (Purchasing and Care)*—20-25% of area time, approximately 18 hours.

An understanding of factors that influence food costs. Planning the food supply (minimum) for the family, food purchasing problems, food legislation and food storage.

*Unit V—Food and Hospitality*—10-15% of area time—approximately 4 hours.

More formal types of entertaining with study of costs and details of planning.

### Basic Text

“Food and Family Living”, Gorrell, McKay and Zuill, (Lippincott).

### Area 2—Clothing and Fabric Study

Time 33-40% or 32-38 hours.

### Specific Objectives

1. To develop in each student the ability to plan a wardrobe for herself.
2. To help each girl realize that a complete wardrobe is not necessarily large, but is made up of garments suitable for all occasions.
3. To develop skill in the use of the commercial pattern in garment construction.
4. To create interest in making clothes for a personal wardrobe.
5. To develop good work habits in clothing construction.
6. To develop understanding of the importance of intelligent buying of fabrics and clothing.

*Unit I—Wardrobe Planning*—12-10% of Area Time

An analysis of the factors influencing the individual's wardrobe.

*Unit II—Fabric Study*—18-15% of Area Time.

A comparative study of wool, rayon and silk as to characteristics, handle, care, use and cost.

*Unit III—Clothing Construction*—70-75% of Area Time

In this level progress in basic skills will be expected in the construction of a casual-type dress.

### Basic Text

“Clothes with Character”, Craig and Rush, (Heath & Co.).

A Construction book.

## **GENERAL COURSE**

### *Area 3—Your Home and You*

Time—34-20% or 32-20 hours.

*Unit I—My Home* (Continued from Level I).

#### **Specific Objectives**

1. To develop appreciation of the principles of art in selecting and furnishing a home.
2. To show how home life may be made happier through convenience, comfort and attractiveness.
3. To develop ability in the selection, use and care of household fabrics and equipment.
4. To develop some ability in the wise use of time and money when furnishing and caring for the home.

#### **Sub-Units**

1. *Fabrics for My Home* (approximately 45%—14-9 hours).
2. *Accessories for My Home* (approximately 40%—13-8 hours).
3. *My Home in the Community* (approximately 15%—5-3 hours).

This course is planned to stress the selection, use and care of currently used fabrics in the home, the selection of accessories, functional and decorative which express personality in the home, and the importance of a well-cared-for home in the community.

#### **Basic Text**

“Today’s Home Living”, *Justin and Rust*, (Lippincott).

*or*

“The Girl and Her Home”, *Trilling and Williams*.

## **GENERAL SHOP II**

General Shop II follows the same pattern as the course in General Shop in the Industrial Course. Particulars of what is required may be obtained from the Inspector of Technical Schools, Manitoba Technical Institute, Winnipeg.

(Note: General Shop I may be taken as an option in lieu of General Shop II if not previously elected.)

## **COMMERCIAL II**

The Commercial Option in the Second Year of the General Course may be:

Typewriting II

*or*

Bookkeeping II

(Note: Typewriting I may be taken in lieu of Typewriting II if not previously elected.)

### **Typewriting II**

See “Commercial Course—Second Year”.

### **Bookkeeping II**

See “Commercial Course—Second Year”.

## GENERAL COURSE

### ART II

The course in Art II has been outlined as below:

- (a) General Objectives of Art Teaching
- (b) The Creative Arts
- (c) Art Appreciation—History of Art
- (d) Lettering
- (e) Colour
- (f) Crafts
- (g) Reference texts

(Note: Art I may be taken in lieu of Art II if not previously elected.)

#### (a) Objectives

An outline of the objectives of the teaching of Art in the Senior High Schools is given at the head of "Art I" (q.v.).

#### (b) The Creative Arts

The work in Creative Art in Art II should be a progressive development of the activities outlined for this section of Art I (q.v.).

#### (c) Art Appreciation

## HISTORY OF ART

### I—Prehistoric Art (to recorded history).

Painting began with man's first efforts to record events—cave drawings of naturalistic animal forms. Primitive men made stone, bronze and iron pottery. Architectural beginnings may be seen in remains such as Stonehenge.

### II—Ancient Art (to 6th century).

Assyrians made paintings and sculpture. They built brick temples of stepped pyramid form.

Egyptians applied portraits, animal paintings and decorative patterns to tombs. They made jewellery and furniture. Their builders originated the lintel, built massive temples such as those as Karnak and Thebes, used stone and stucco, and covered surfaces with decorative designs.

In Greece wall painting and sculpture were highly developed. Pottery and metal objects of fine design were produced. Three orders of architecture were contributed—Doric, Ionic and Corinthian.

Rome produced portrait sculpture. Its builders developed existing architectural features. They were noted for the use of the vault, arch and dome. Brick, concrete and marble were used in construction.

### III—Mediaeval Art (to 15th century).

European art of this period was under the influence of Eastern and Western Christians. In Eastern Europe mosaic pictures, bas-relief and illuminated manuscripts were made. Stained glass windows, fresco wall-paintings, illuminated manuscripts, relief carvings and water colour illustrations for books were made in Western Europe. Giotto was the outstanding artist of this period.

Early Christians built with brick walls and wooden roof. The early basilica was followed by the Byzantine type of many domes. The succeeding Romanesque style (known in England as Norman) was characterized by towers. The Gothic style with ribbed vaulting followed.

## GENERAL COURSE

### *IV—The Renaissance in Italy (15th century on).*

The Renaissance, a reaction from Mediaevalism, began in Italy in the 15th century. It was a re-discovery of Classic art which had been practically forgotten during the Middle Ages. Art was expressed in forms derived from a study of Greek and Roman remains. Great religious paintings were produced since the church was the strongest patron of the arts. Private patronage led to the decoration of palaces and fine residences. Easel paintings, panels and murals were made. Secular and mythological subjects were introduced. Leonardo da Vinci, Raphael and Michelangelo were well-known artists—Donatello a famous sculptor. The architecture of this period did not develop any new system of building except as their plans provided space for separate works of art to be placed in walls or in niches. Important buildings were largely ecclesiastical. City palaces and country residences showed the Classic influence. The Duomo and St. Peter's are notable examples of the architecture of this period.

### *V—Art Development in other countries (to 19th century).*

#### **Northern School**

Introduced a new note by painting the life of the common people. Oil paintings, wood carvings and wood-cuts were produced. Breughel, Rembrandt, Dürer and Holbein were outstanding artists of this school.

#### **Spanish School**

Included notable arts such as El Greco, Goya, Velasquez.

#### **French School**

The French Classical School was strongly influenced by Italian Art and combined classicism with naturalistic motive. Poussin, Claude, Watteau and David were prominent painters.

#### **British School**

Came into prominence during latter part of 18th century. Gainsborough and Reynolds were famous for portraiture—Turner and Constable for landscape.

#### **American School**

Copley and West achieved eminence in historic and academic art.

#### **References**

“Art as Education”, *Rosabell MacDonald*, (Henry Holt).

“Primitive Art”, *L. Adam*, (Pelican).

“A World History of Art”, *Sheldon Cheney*.

“History of Art”, *Robb and Harrison*.

#### **(d) Lettering**

Continue the outline and application from Grade X.

Study spacing and word forming.

Monograms (three letters).

Application, embroidery, stencilling to scarves, table sets, etc.

Use freely designed lettering. Apply to Book covers, title-page decorations for personal book or school annual.

#### **(e) Colour**

Review Art I outline.

Study various colour harmonies and apply to the various crafts.

Scrap book for reference.

## GENERAL COURSE

### Appreciation of Colour

Colour in daily living.

Seeing in terms of colour.

Ability to see colour with enjoyment and to use it with intelligence.

Colour appeal and its importance—in health—in environment.

Design and colour in commercial display on packaging, automobiles and transportation, home furnishings, etc. These are problems in colour and design that affect all phases of life.

Note-book. Collections can be made of material such as pictures, photographs, and cuttings pertaining to the subject.

Fine examples are all around us if we will see them.

### (f) Crafts

Art I outline to be used as a nucleus for Art II.

1. Painted wood bowl, plate, tray, pull toy.
2. Cardboard construction with applied or stencilled design—waste paper basket. Design to be appropriate to form.
3. Stitchery—needle point—cross stitch—stool cover—purse—mat or wall-hanging.
4. Leather—book-cover with simple tooling and single thonging—blotter, purse—a belt.
5. Pottery and clay modelling and soap sculpture—bowl, vase, animal and figure.
6. Papier-mâché—bowl or tray with suitable decoration—paint, cut paper.
7. Dyeing.
8. Weaving—scarf with simple pattern—mats with line design in warp and weft.
9. Metal and plastics—costume jewellery in thin metal modelling in relief suitable for book ends attached to a wood base.
10. Stage scenery—screens.

### (g) Reference Texts

See also “Reference Texts—Art I”.

“Home Decoration”, *R. W. Spears*, (Silver Burdett Co.).

“Metal Craft”, *S. Rossiter* “Pottery”, *R. D. and M. E. Smiley*, (Old Deerfield Series, Stephen Daye Press, 105-E 19th Street, New York).

“The Country Craft Book”, Countryman Press.

### Music

Music in the Senior High School may be taken:

- (1) As a “General Option” (Music II).
- (2) As a “Special Activity” (See “Outline of Courses”).
- (3) As the High School Music Option—This course with regulations is outlined in the General Course—First Year (q.v.).

## GENERAL COURSE

### MUSIC II

(Note: Music I may be taken in lieu of Music II if not previously elected.)

#### 1. Theory

Transposition of melodic passages to any interval.  
Major and harmonic and melodic minor scales and key signatures.  
Harmonic and melodic chromatic scales.  
Intervals and their inversions and keys they belong to.  
Triads and their inversions.  
Irregular time groups and questions on time signatures.

2. At least one-half of the weekly periods will be spent in acquiring a comprehensive repertoire of songs of various periods and of various styles. In addition to choral singing, students will be required to participate in small vocal ensembles, and in duets and trios wherever possible. The final test in practical work will include sight-singing and individual solo tests. Special credit might be given to students who enter solo or ensemble classes in the Musical Festival.

#### 3. History of Music

A brief outline with detailed study of those periods to which the songs chosen belong.

1. *Music Before the 17th Century*  
Church Music—Plain Song and Chant  
Folksong
2. *Music from the 7th to the 16th Century*  
Development of Harmony
3. *16th Century and Early 17th Century*  
Music of the Church  
Secular Madrigals  
Lute Songs
4. *Music of the 17th Century*  
Beginning of Opera and Oratorio  
Music of Purcell
5. *Music of the 18th Century*  
Handel  
Bach  
Gluck  
Haydn
6. *Music of the 19th Century*  
Beethoven  
Schubert  
Schumann  
Mendelssohn  
Brahms  
Verdi  
Wagner

#### 7. *Music of the 20th Century*

An example of examination pieces would be:

- List A—Bach—Two Part Inventions, No. 8  
B—Beethoven—Six Easy Variations on a Swiss Song  
Schumann—Knight Rupert  
Dunhill—The Irish Boy

For a further list of selections, see Music Syllabus.

## GENERAL COURSE

### HIGH SCHOOL MUSIC OPTION

(See First Year)

It is to be noted that credit will not be given in any one year for both Music I, II or III and the High School Music Option A, B, C or D.

University of Manitoba School of Music examinations are the only examinations accepted by the Department of Education for the High School Music Option.

The minimum requirements for Junior Matriculation are:

Theory Grade IV *with*  
either      Piano or Violin (Grade VII)  
or            Viola or Violoncello (Grade IV)  
or            Singing (Grade I)

## REGIONAL GEOGRAPHY II

### The New World

*Authorized text*

"Geography for Today—North and South America", *Stamp and Kimble*.

### Course

The text with supplementary material as available.

### Objectives

The aim of this course is to give a working knowledge and understanding of the lands and peoples of the New World. In Social Studies I in the First Year of the Senior High School course a survey of world geography emphasized the great and universal elements of man's physical environment and the influence of these upon his welfare. It was a study of geographic principles illustrated by world-wide data. In this course in Regional Geography we return to the essence of geography in more restricted studies. We examine and seek to understand the relationships between man and his environment in particular regions. This will involve a closer attention to maps and locations. The student should gain clear-cut ideas of human activities in the countries of the New World.

This course, successfully taught, should help the students to become better Canadians and better world citizens, more fully aware of our problems, our resources and our opportunities.

### Supplementary Material

"The Canada Year Book"

"Canada" (a handbook published annually by the Dominion Bureau of Statistics)

Current almanacs

Travel posters, etc.

Films (consult the Visual Education Branch of the Department)

"National Geographic," Washington, D.C.

"The Canadian Geographical Journal"

"The Geographical Magazine", London, England.

## GENERAL COURSE—ACCELERATED

### SECOND YEAR

On the recommendation of the inspector at the end of the First Year, selected students may be permitted to proceed on an accelerated course. In this course they will cover the same ground as those who follow the General Course but the allocation of time to these subjects will necessarily be restricted. Only those students who show themselves to be capable of pursuing this course effectively should be recommended for acceleration.

#### Outline of Course

##### *Core subjects*

English II.....	18%
Social Studies II.....	12%
Mathematics II (a and b).....	12%
Science II (a and b).....	12%
Health and Physical Training II.....	6%
Guidance.....	4%

##### *Options* (any two)

French II (a and b).....	12%
Latin II (a and b).....	12%
German II (a and b).....	12%
Home Economics I or II.....	12%
General Shop I or II.....	12%
Commercial I or II.....	12%
Art I or II.....	12%
Music I or II.....	12%
Regional Geography II .....	12%
Science IIb (not elected above).....	8%
Unassigned time.....	12%-16%
A third option <i>or</i> Supervised study <i>or</i> Special Activities	

##### (a) Core Subjects

###### *English*

English II as in General Course.

###### *Social Studies*

Social Studies II as in General Course.

###### *Mathematics*

Mathematics IIa as in General Course.

Mathematics IIb.

This course is outlined in the General Course (q.v.). The Departmental examination will be Mathematics II which will cover all the work in Mathematics IIa and IIb.

THE GENERAL COURSE—ACCELERATED—SECOND YEAR  
SCIENCE

Science IIa as in General Course.

Science IIb either Physics, Chemistry or Biology

SCIENCE IIb (Physics)

*Authorized texts*

"New Practical Physics", *Black and Davis*.

"Outline of Experimental Work in Practical Physics for Grade XI", *Knapp*.

The topics of this course have been selected to provide a continuity for the units already studied in Physics in the previous grades. In order to prevent overlapping and duplication of the work taken at the IIa Level dealing with electricity, sound and light, these have been omitted and replaced by Chapter II—Simple Machines, and Chapter III—Work, Power and Friction.

The study of Physics at this level should not only make a further contribution to the students' general education, but should also provide an insight into a science which demands a high degree of specialization for those who pursue it further.

A course in Physics should serve a more valuable purpose than simply the acquiring of basic information in the form of facts, principles and formulas.

It should primarily:

1. provide an understanding of scientific principles and their applications to human needs, comforts and welfare;
2. be designed to develop the students' ability to visualize relationships between a scientific principle and its mathematical formula, and provide training in applying these formulas to solve simple problems illustrating their application in the control of matter and energy;
3. provide for the student an opportunity to do some individual experimentation, to develop his powers of observation and increase his ability to gather, interpret and analyze data independently. Such experience should enable him to acquire some facility in handling scientific apparatus, providing opportunity to test the accuracy of his measurements, to draw generalizations from his results, and become acquainted to some small degree with the experimental technique of scientific investigation.

A minimum of five individual experiments must be undertaken and properly recorded by each student. The instructor should perform as many demonstration experiments for the class as time and available apparatus will permit.

The course in Physics IIb for 1949-1950 will consist of the following chapters from "New Practical Physics"—*Black and Davis*. Chapters I, II, III, IV, V, XII and XIV. Chapter XIII is to be reviewed.

*ice, water, steam*  
The following problems may be omitted from the problem solving assignments.

Chapter II	Page 20- 21	Nos. 11, 13, 15
	Page 26- 27	Nos. 6, 8, 14
	Page 30- 31	Nos. 4, 7, 10, 12
	Page 35- 36	Nos. 6, 13, 14

Chapter III	Page 48	Nos. 6, 8
	Page 52	Nos. 10, 11, 12, 13

*Heat*

*steam, gas*

## THE GENERAL COURSE—ACCELERATED—SECOND YEAR

Chapter IV	Page 66- 67 Page 69 Page 72- 73 Page 83	Nos. 9, 11 Nos. 5, 6 Nos. 6, 7, 8 No. 17	<i>87, 91°</i>
Chapter V	Page 92 Page 100 Page 106-108 Page 114	Nos. 4, 5, 6 Nos. 10, 11, 12, 13, 14 Nos. 1, 2, 3, 4, 5 Nos. 7, 9, 10, 11, 12, 13, 14	
Chapter XII	Page 206 Page 210 Page 215 Page 219-220	Nos. 9, 10 Nos. 9, 10 Nos. 6, 7, 9, 10, 11 Nos. 7, 8, 9, 10	
Chapter XIV	Page 237-238 Page 243 Page 249 Page 252	Nos. 6, 7, 8, 13, 14, 15 Nos. 7, 8, 9, 10, 11 Nos. 5, 6, 7, 8, 9 Nos. 7, 8, 9, 10	

Suitable experiments based on the prescribed course will be found in "Outline of Experimental Work in Practical Physics for Grade XI", *Knapp*.

**Science IIb (Chemistry)***Authorized texts*

"Manitoba High School Chemistry", *Evans*.

"Outline of Experimental Work in Practical Chemistry", *Moore*.

**Objectives**

The general objectives of the teaching of Science in the Senior High Schools may be summarized as follows:

- (1) to demonstrate how man adapts his environment to suit his needs;
- (2) to develop the ability to generalize from raw data and so to acquire an appreciation of the unity in nature;
- (3) to develop higher ideals of social consciousness.

These objectives are stated in order of increasing intellectual difficulty. At any level and with any class all will be borne in mind during instruction. However, in the earlier part of the course or with less mature minds the first objective will receive emphasis. This has been the intention in devising the exploratory courses in General Science, but certainly before the student completes Level II of the course, the field of study is narrowed to permit sufficient concentration of data around selected themes. At this level there is less emphasis on applied science and more on basic scientific principles. Throughout the course there should be an increasing awareness that science has looked only into very small portions of the vast field of the unexplored and that the advance guard reaches beyond proven facts into this unknown area through philosophy. It is unlikely that adolescent minds will appreciate the relevancy of the third of the generalized objectives stated above but it is desirable that the teacher should have it in mind so that at a more mature level in after years the student may be led to realize something of the social impact of the science he has studied.

**The Course:**(a) *Suggested Approach to Science IIb (Chemistry)*

The general plan of the course includes units of work covering the following topics:

## THE GENERAL COURSE—ACCELERATED—SECOND YEAR

*Introduction*—historical development and a few basic terms.

*States of Matter*—includes elements, mixtures, solutions, compounds, colloids, physical and chemical change, laws governing compounds and chemical change.

*Atoms*—The atomic theory, and its application to the above.

*Molecules*—Elementary concept, mostly a comparison with the atom.

*Combustion*—History of the development of the combustion theories; a study of oxygen.

*Symbols, Formulae, Valence, Equations*—Without reference to weight relationships. Drill in this chemical shorthand. Relationship between it and the laws and theories so far studied.

*Physical Changes*—Behaviour of gases; the various laws governing such behaviour.

*Molecular Theory*—How it explains physical changes.

### *Chemical Calculations*

*Chemical Classification*—Acids, bases, salts, neutralization, electrolytes, non-electrolytes, anhydrides, nomenclature.

*Theory of Ionization*—To explain behaviour of electrolytes.

*Electron Theory*—(Not in text) just enough to show the relation between atom and ion, and to show the cause of electrovalence as in electrolytes.

### (b) *Outline of Study*

*Unit I—The Background of Modern Chemistry* (pages 9-22, page 163).

*Unit II—The States of Matter* (pages 4-7, page 17, pages 23-25, pages 111-118).

- (a) Definition of matter
- (b) Physical and Chemical changes—Law of Conservation of Matter (page 77)
- (c) Elements and Compounds
- (d) Mixtures and Compounds—Law of Definite Proportions (page 78)
- (e) Solutions—compared with mixtures and compounds
  - kinds of solutions
  - effect of temperature on solution
  - water of crystallization
- (f) Colloids—compared with mixtures and solutions
  - examples of different kinds of colloids

*Unit III—Dalton's Atomic Theory* (how the preceding laws lead to this theory) (pages 80-82)

- (a) Why is the Law of Conservation of Matter true?
- (b) Why is the Law of Definite Proportions true?
- (c) Weaknesses of this theory in the light of modern research
- (d) Introduce the term “molecule”. Show the relation between molecule and atom.

*Unit IV—Combustion* (pages 12-22, 27-39.) (For examples of combustion without oxygen refer to pages 100-101).

- (a) History of the development of the modern view on combustion
- (b) The modern theory of combustion
- (c) How is the modern definition of combustion different from Lavoisier's?
- (d) Most combustion is oxidation
- (e) Study of oxygen.

## THE GENERAL COURSE—ACCELERATED—SECOND YEAR

*Unit V—Chemical Shorthand* (a practical application of preceding laws and theories. It should include a study of valence, but no mention of atomic and molecular weights) (pages 88-92, 138-40).

- (a) Symbols
- (b) Formulae (pages 66-69), using determination of the composition of water to show how much preliminary study is needed before a formula can be derived.
- (c) Valence . . . be able to write formulae from these. Introduce “radicals”
- (d) Equations—balancing. Use a fairly rigid technique—first to assure correct formulae by valence, then to balance. Show that an equation demonstrates the Law of Conservation of Matter, Law of Definite Proportions and the Atomic Theory.

*Unit VI—Behaviour of Gases* (p.p. 48-55, 40-47).

- (a) Boyle's Law
- (b) Charles' Law
- (c) Study of Hydrogen
- (d) Graham's Law of Diffusion
- (e) Gay Lussac's Law of Combining Volumes (page 67.)

*Unit VII—The Molecular Theory*

Show how the laws in the preceding unit lead to this theory.

*Unit VIII—Chemical Calculations* (pages 57-60, 83-85, 92-96)

- (a) Avogadro's Law
- (b) Relative molecular weights—how Avogadro's law helps to determine these
- (c) Gram-molecular volume—how derived
- (d) Relative atomic weights—how determined? Based on what theory?
- (e) Relate atomic weights to symbols and molecular weights to formulae
- (f) Problems involving weights only
- (g) Problems involving weights, and volume of gas
- (h) Problems involving volumes of gases only—relate to Gay-Lussac's Law of Combining Volumes.

*Unit IX—Chemical Classification.*

- (a) Study of  $\text{HCl}$ ,  $\text{H}_2\text{SO}_4$ , (pages 104-108, 157-61)
- (b) Generalize on acids as a class
- (c) Study  $\text{NaOH}$ ,  $\text{Ca}(\text{OH})_2$ , pages 120 and 124
- (d) Generalize on bases as a class
- (e) Study various neutralizations
- (f) Generalize on neutralizations
- (g) Study  $\text{SO}_2$ ,  $\text{CaO}$  (pages 153-55, 121-124)
- (h) Generalize on oxides as a class. Distinguish between oxides and salts
- (i) Study electrolysis and conductivity of solutions
- (j) Generalize on electrolytes
- (k) Study nomenclature of acids, bases, salts, oxides.

*Unit X—Theory of Ionization* (pages 134-38).

Show at least in part how the behaviour of electrolytes gave rise to this theory. Use it to explain preceding section.

## THE GENERAL COURSE—ACCELERATED—SECOND YEAR

### *Unit XI—Electron theory (not in text).*

A very brief study, only sufficient to explain the origin of electrical charges on an ion, and the nature of valence in electrolytes.

(Note: Teachers who are accustomed to teaching Chemistry from the Evans text will note that the course outlined above omits certain sections contained in previous outline for Grade XI. The new course has been designed for a time allocation of 8% (approximately two hours per week). The following are the principal omissions from the Evans text:

- Pages 62- 66 water
- Pages 70- 75 hydrogen peroxide, purification of water
- Pages 78- 79 Law of Multiple Proportions  
Law of Combining Weights  
also explanation of Law of Multiple Proportions on page 83
- Pages 97-103 chlorine
- Pages 119- 30 Na, K, Ca compounds, with exception of page 120—NaOH  
pages 122-25 CaO, Ca(OH)<sub>2</sub>  
from page 146 on, with the following exceptions:  
pages 153-155 SO<sub>2</sub>, anhydrides  
pages 158-161, sulphuric acid, acid salts  
page 163- Chemical Revolution.

### Practical Work

(See note on Science Notebooks—Science I)

From "Outline of Experimental Work in Practical Chemistry", *Moore*.

Student participation required in the following:

Experiments 2, 10 or 13, 18, 26, 33

Teacher Demonstrations: At least five suitable demonstrations chosen from the approved outline.

All laboratory work is to be reported by the student in an approved manner.

## SCIENCE IIb (Biology)

### *Authorized text*

"Adventures with Animals and Plants", *Kroeber and Wolff*.

### Specific Objectives

1. To acquire skills in scientific thinking which can be applied to the solution of life problems.
2. To develop sound attitudes and habits which may include:
  - (a) The protection and conservation of natural resources.
  - (b) Respect for the work of scientists.
  - (c) The importance of biology to society.
3. To develop an interest in living things through reading, caring for plants and animals, exploring and collecting specimens.
4. To help the individual attain adjustment to environment.
5. To acquire information of both practical and cultural values as it pertains to organisms.
6. To develop familiarity with the characteristics, activities and habitats of some living things.
7. To open the field from a vocational viewpoint.

## THE GENERAL COURSE—ACCELERATED—SECOND YEAR

**The Course:** (Practical work in parentheses)

### *Unit I —Vertebrates:*

(Problem 1, Exercises pages 35-37. Obligatory: one exercise on each of the Classes listed: Mammals, Birds, Reptiles and Amphibians, and Fishes.)

### *Invertebrates:*

(Problem 1, Exercises pages 68-70. Obligatory: A practical study of one representative animal from each phylum. Exercises 1 or 2, 3 or 4, 5, 8, 9, 10, 11 or 12.

### *Kinds of Plants on the Earth:*

(Problem 2, Exercises pages 92-94. Obligatory: Exercises 1-10.

### *Classification:*

(Problem 3, Exercises pages 102. Obligatory: 2, 3, 5 and 6.

### *Unit II —Composition of Living Things:*

(Problem 1, Exercises 113-117. Obligatory: Exercises 1-9.)

#### *How Cells Keep Alive:*

(Problem 2, Exercises pages 127-128. Obligatory: Exercises 10-13.)

#### *How Cells are arranged in Animals and Plants:*

(Problem 3, Exercises pages 134-135. Demonstration: Exercises 1 and 2.)

### *Unit III —The Part Leaves Play in Making Food:*

(Problem 1, Exercises 146-147. Obligatory: Exercises 1-4.)

#### *The Part Stems and Roots Play in Making Food:*

(Problem 2, Exercises pages 161-164. Obligatory: Exercises 1; demonstration, 5, 6, 8, 11, 12, 14 and #5 page 165.)

### *Unit VIII—How Simple Animals and Plants Reproduce:*

(Problem 1, Exercises pages 418-420. Obligatory: Exercises 2-6 and #4 page 420.)

#### *Reproduction in More Complex Animals:*

(Problem 2, Exercises pages 435-437. Obligatory: Exercises 2-10.)

#### *How Complex Plants Reproduce:*

(Problem 3, Exercises pages 451-453. Obligatory: Exercises 1, 4, 5, 11, 12 and #2 page 453.)

### **(3) Identification of Living Organisms**

Students taking Biology 11b will be required to be able to identify the following organisms:

#### *Trees (Any 5)*

Box Elder, Common Poplar, Ash, Oak, Basswood, Elm, Birch, Cedar, Jack-pine, Spruce, Balsam Fir, Tamarack.

#### *Shrubs (Any 12)*

Honeysuckle, Lilac, Willow, Wild Rose, Caragana, Chokecherry, Wild Plum, Silverberry, Saskatoon, Pinchberry, Juniper, Bearberry, Dogwood, Cranberry, Hawthorne.

## THE GENERAL COURSE—ACCELERATED—SECOND YEAR

### *Plants (Any 20)*

Dandelion, Plantain, Knotweed, Shepherd's Purse, Russian Thistle, Sow Thistle, Poison Ivy, Sunflower, Flax, Barley, Wheat, Oats, Mustard (3 kinds), Bindweed, Geranium, Nasturtium, Iris, Zinnias, Pansy, Bleeding Heart, Anemone, Daisy, Canada Thistle, Goldenrod, Asters, Buttercup, Burdock, Clover, French-weed, Lamb's Quarter, Pigweed.

### *Birds (Any 10)*

Sparrow, Crow, Blackbird, Junco, Grosbeak, Shrike, Woodpecker, Brown Thrush, Robin, Oriole, Hummingbird, Mourning Dove, Catbird, Meadowlark, Wild Goose, Wild Duck, Snipe, Kildeer, Gull.

### *Plant Diseases (Any 2)*

Rust, Smut, Mildew, Bread Mold, Yeast, Black Knot, Galls.

### *Mammals (Any 10)*

Skunk, Badger, Coyote, Weasel, Muskrat, Porcupine, Beaver, Gopher, Squirrel, Chipmunk, Rat, Mouse, Rabbit, Woodchuck, Deer, Moose, Black Bear.

### *Fishes (Any 2)*

Northern Pike, Pickerel, Jackfish, Perch, Bass, Lake Trout, Goldeye, White-fish, Tullibee, Mullet, Catfish.

### *Insects (Any 6)*

Grasshopper, Potato Beetle, Butterflies (3 species), Moths (3 species), Cricket, Lady Beetle, Mosquito, Flies (5 kinds), Ants (2 kinds), Dragonfly, Mayfly.

### **(4) Equipment**

#### *Equipment Required for Science IIb (Biology)*

##### *Equipment*

Compound Microscope (double revolving nose-piece) objective—16mm. and 4 mm., ocular, 10x; Microscope slides; Microscope slide box; Cover glasses ( $\frac{3}{4}$  in. diameter); Beakers; Medicine droppers; Scalpels for dissecting; Forceps; Thistle tubes; Dissecting needles; Dissecting set.

##### *Prepared Slides:*

Paramecia reproducing; Spirogyra conjugating; Development of star-fish or sea urchin; Bone tissue; Blood tissue; Epithelial tissue.

##### *Museum specimens or charts showing the development of:*

Fish; Frog; Chick.

##### *Living Specimens:*

Paramecia; Yeast; Various kinds of molds; Spirogyra; Frogs and tadpoles; Hen's eggs; Kidney beans; Pollen grains of various flowers; Corn kernels; Fern spore-cases; Geranium, coleus, begonia, or other potted plants; Bean seedlings; Fish; Birds, (living or stuffed); Earthworms; Clams; Insects of various kinds for study; Crayfish; Spiders; Butterflies and moths; Grasshoppers; Sedum, violets, sweet peas; Parallel and net-veined leaves; Mushrooms; Protococcus; Amoebae or slime molds; Carrots, peas; Radish and Mustard seeds; Onion; Mosses, ferns, club-mosses and horsetails, lichens; Corn stalks (young).

##### *Miscellaneous:*

Iodine; 10% sugar solution; copper sulphate; starch; sodium chloride; Ringer's solution; aceto-carmine stain; potassium hydroxide; gum tragacanth.

## THE GENERAL COURSE—ACCELERATED—SECOND YEAR

### (5) Reference texts

1. "Birds of Canada", *Tavner*, (Macmillan and Co.).
2. "Conservation", (Canadian Nature Magazine, 177 Jarvis Street, Toronto).
3. "Cornell Rural School Leaflets", (Cornell University, Ithaca, New York).
4. Manitoba Department of Agriculture:  
"Field Crop Insects and Their Control".  
"Vegetable Insects and Their Control".  
"Household Insects and Their Control".  
"Farm Animal Insects and Their Control".
5. Manitoba Museum, Civic Auditorium, Winnipeg.
6. "Native Trees of Canada", (Department of Mines and Resources, Ottawa).
7. "Science News Letter", (Science Service, 1719 N. Street, N.W. Washington 6, D.C.)
8. "Turtox Leaflets."

*Note:* The Head Botanist, Dominion Experimental Farm, Ottawa, will identify plants free of charge. Numbered duplicates of plants should be retained since specimens are not returned.

## HEALTH

Health II—As in General Course.

Guidance—As in General Course.

### (b) Options

## FRENCH II

French IIa—(As in General Course).

French IIb—(See note "French IIa—General Course").

The course outlined below is that which will be followed wherever feasible. In this course the authorized texts for Grammar and Composition are:

French IIa—"Cours Moyen de Français", Chapters 1-15.

French IIb—"Senior French", Chapters 1-17.

Students who are using one of these texts only will cover half of the required chapters in French IIa and the remainder in French IIb, plus, in each case, an elementary study of the subjunctive as outlined in French IIa.

### Grammar and Composition

#### Authorized text

"Senior French", O'Brien and *La France*.

#### The Course:

Chapters I-XVII inclusive.

together with:

An elementary study of the subjunctive (See French IIa).

## THE GENERAL COURSE—ACCELERATED—SECOND YEAR

### Required Reading

#### *Authorized texts*

“*L'Année Française*

*Intensive:* Chapters 2, 9, 13, 16 and page 47, line 77 to page 49, line 115.

*Extensive:* Chapters 4, 7, 14, 18.

“*En Avant*”

*Intensive:* Pages 31-34, 67-72, 87, 88, 91 (*le Vent*), 125-133.

*Extensive:* Pages 118-125, 133-141.

### Supplementary Reading

See French IIa.

### Departmental Examination

The examination will be set in French II and will cover the work of both French IIa and IIb.

## LATIN II

The full course in Latin II will consist of:

Latin 11a—As in General Course.

Latin IIb—Outlined below.

The work in Grammar and Composition in Latin IIb covers the same principles as in Latin IIa. Provision should be made, however, for additional practice by the inclusion of additional exercises in the translation of English into Latin.

The publishers of “Latin for Today” have available two pamphlets containing Revision Texts in the text. The first covers Lessons I-XL, the second the remaining lessons. Full use should be made of these tests, particularly in the course in Latin IIb.

## LATIN IIb

### Grammar and Composition

#### *Authorized text*

“*Latin for Today*”, Jenkins *et al.*

### The Course

Lessons LIII to LXXVI (inclusive).

with the following omissions:

Lesson LXXX

All the (b) exercises in Part III.

## THE GENERAL COURSE—ACCELERATED—SECOND YEAR

### Authors:

“Latin Prose and Poetry”, *Bonney and Niddrie.*

Part I—Eutropius 4, 5 and 6  
Phaedrus 2, 3, 4, 6 and 8.  
Part II—Martial 1-10 inclusive.

### Departmental Examinations

There will be no separate Departmental examination in Latin IIb. The examination in Latin II will cover the work of Latin IIa and IIb.

In Latin II, (IIa and IIb), the prescribed authors include the reading lessons in the prescribed portion of “Latin For Today” as well as the selections listed above from “Latin Prose and Poetry”.

Ability to read Latin is the primary objective of the course in all grades, and as Latin is one of the most exact and precise of languages, such reading ability must depend upon a thorough understanding of the basic forms and syntax. Care should therefore be taken in Latin II to emphasize the teaching of the following essential constructions and to give the student sufficient practice in them:

Case usages, participles, ablative absolute, infinitives, indirect statement, indirect command, indirect question, result clause, purpose clause, gerund, gerundive, and the common irregular verbs (possum, fero, volo, nolo, eo, fio).

The Summary of Inflections in the Appendix of “Latin For Today” should be used constantly by the students.

## GERMAN II

The objectives of teaching German in the Senior High School with suggestions as to method and helps in the subject are given at the head of German I and German IIa (q.v.).

The full course in German II consists of:

German IIa—as in General Course.  
German IIb—Outlined below.

The Departmental examination in German II will cover the work of German IIa and IIb.

## GERMAN IIb

*Authorized texts*

*Grammar:*

“Essentials of German”, *Vos*, Lessons XXXI-XL.

*Authors:*

“Drei Novellen”, *Kurtz*, pp. 78-168.

### The Course

In addition to the work indicated above a thorough revision should be made of the earlier lessons in “Essentials of German”. The fullest use possible should be made of the supplementary texts listed in German IIa (q.v.).

## THE GENERAL COURSE—ACCELERATED—SECOND YEAR

### HOME ECONOMICS

The course in the Home Economics option will be either:

- Home Economics I* (if not previously taken), as in General Course.  
or *Home Economics II*—as in General Course.

### GENERAL SHOP

The course in the General Shop Option will be either:

- General Shop I* (if not previously taken) as in General Course.  
or *General Shop II*—as in General Course.

### COMMERCIAL

The course in the Commercial Course option will be either:

- Commercial I* (if not previously taken) as in General Course.  
or *Commercial II*—as in General Course.

### ART

The course in Art option will be either:

- Art I* (if not previously taken) as in General Course.  
or *Art II*—as in General Course.

### MUSIC

The course in Music option will be either:

- Music I* (if not previously taken) as in General Course.  
or *Music II*—as in General Course.

### REGIONAL GEOGRAPHY

The course will be

*Regional Geography II* (North and South America) as in General Course.

### SCIENCE OPTION

Students will be permitted to offer either:

- Science IIb (Physics)  
or  
Science IIb (Chemistry)  
or  
Science IIb (Biology)

if not previously elected as the (b) part of the core subject Science II.

The full course in the Second Year calls for the core subjects English, Social Studies, Mathematics, Science and Health plus two options. One of these options must be a subject other than Science so that any student who wishes to take the three sciences must take one as an extra subject in the time allotted to the non-credit option.

## THE TECHNICAL COURSES—SECOND YEAR

### THE COMMERCIAL COURSE

#### SECOND YEAR

##### (A) General Subjects

English.....	12%
Social Studies.....	10%
Health and Physical Training.....	6%
General Science	
<i>or</i>	
General Shop	
<i>or</i>	
Home Economics	

##### (B) Technical Subjects

Business Arithmetic II.....	10%
Typewriting II.....	12%
Shorthand II.....	
<i>or</i>	
Bookkeeping II.....	
<i>or</i>	
The Business World of Today II	
Business English and Spelling II.....	6%
Guidance.....	3%
Unassigned	
<i>or</i>	
General Option	12%

#### A. General Subjects

##### *English*

English II—Basic Studies—See General Course.

##### *Social Studies*

Social Studies II—See General Course.

##### *Health and P.T.*

Health II—See General Course.

##### *General Science*

General Science II (Commercial and Home Economics).

##### *Authorized text*

“Everyday Problems in Science”, *Beauchamp, Mayfield and West*.

##### *The Course: Units XI-XX*

(See Home Economics Course).

##### *General Shop*

General Shop I or II—See Industrial Course.

##### *Home Economics*

Home Economics Option I or II—See General Course.

## THE TECHNICAL COURSES—SECOND YEAR

### BUSINESS ARITHMETIC II

#### Authorized Text

“Essentials of Business Arithmetic”, (Revised), *Kanzer and Schaaf*: (Heath and Co.).

The attention of the teacher is called to Part V on “Fundamental Processes”. This part of the text will provide drill and information for students who show weakness in calculation work. The Reviews which occur frequently throughout the text also provide drill for such students.

#### Outline of the Course

##### Part I —*Problems in Trading*

Emphasis on Discount  
Profit and Loss

##### Part II —*Problems in Manufacturing*

Emphasis on Pay Rolls (Section 7)

##### Part III—*Problems in Banking*

Emphasis on Interest  
Bank Discount

##### Part IV—*Problems in Real Estate*

Emphasis on Taxes and Fire Insurance  
(Sec. 13 on Repairs and Improvements  
may be included at the discretion of the  
teacher.)

##### Part V —*General Business Problems*

Office (Section 20)  
Personal (Section 21)  
Miscellaneous (Section 23)  
(Sec. 22 on Agricultural Problems may be  
included at the discretion of the teacher.)

##### Part VI—*Business Organization Problems*

Stocks and Bonds (Section 25)  
Compound Interest (Section 26, Topics A & B)

#### Supplementary texts

For local or home problems:

*Vocational Mathematics*, McLeish et al, (Dept. of Education, Victoria, B.C.).  
*Applied Mathematics for Girls*, Nettie S. Davis.

For additional problems:

*Business Mathematics*, R. Robert Rosenberg (Grieg Publishing Co.).

*Business Mathematics*, L. B. Kinney, (Clarke Irwin).

*Refresher Arithmetic*, Stein.

*Business Arithmetic*, Sutton and Lemies.

*The Arithmetic of Business*, McMackin, Marsh, Baten, (Ginn and Co.).

### TYPEWRITING II

#### General Objectives

1. To train pupils in typewriting techniques that will produce maximum results in a minimum of time.
2. To inspire the students to strive constantly to better their technique and performance.

## THE TECHNICAL COURSES—SECOND YEAR

### Authorized Text

*New Course in Typewriting*, Moreland, (Pitman Revised Edition).  
*OR*  
*Typewriting Technique*, Smith, Jarrett and Wright, (Gregg).

### The Course

1. Review of Grade X course.
2. Use of carbon—correction of errors.
3. Programme, menu and announcement forms.
4. Printed forms—invoices, cheques, drafts, etc.
5. Tabulations.
6. Preparation and typing of stencils.
7. Business letters—typing of longer letters and those with Subject and Attention lines; Postscripts.
8. Typing of tests from copy 5-10 minutes in length at net rate of 40 words per minute with not more than 1.5% of errors.

### Suggestions

Students not taking shorthand option should be taught the changing of ribbons and the care of the typewriter, cleaning, oiling, etc.

The use of the eraser and erasing in the machine.

## SHORTHAND II

This course (Shorthand II) is the first part of a two-year course in Shorthand.

### Aims

To develop skill in reading and writing Shorthand.

At the end of the first year a student should be able to write approximately 50 words per minute for a period of three minutes on simple practised matter.

### Authorized Text

*Pitman Shorthand*, Centennial Edition.

### Theory

Complete text.

### Dictation

Part of each period should be devoted to dictation. At the beginning of the course lessons should be dictated slowly, so that outlines may be perfectly formed and placed. By the end of the year a minimum speed of 50 words per minute should be attained on simple material.

Students should read back all matter dictated.

### Suggestions

Emphasis should be placed on:

1. Reading from text—all examples and exercises.
2. Practising the outlines for the above until they can be reproduced accurately from dictation.

The use of vowel charts is suggested. These can be kept on cardboard or on the inside cover of note books.

## THE TECHNICAL COURSES—SECOND YEAR

### BOOKKEEPING II

This course (Bookkeeping II) is the first part of a two-year course in Bookkeeping.

#### Objectives

##### (a) Vocational

1. To teach the principles of double entry bookkeeping.
  - (a) To record various business transactions in special and multi-column journals.
  - (b) To prepare these journals for posting; to post systematically to ledger accounts, and prove by trial balance.
  - (c) To introduce and teach simple financial statements, to show how profit and capital are calculated. (adjusting, closing and ruling of ledger should be taught in Bookkeeping II.)
  - (d) To correlate the work of other commercial subjects such as Filing, Commercial law, Business English, to the practical transactions of the Bookkeeping Course.

##### (b) General

- (a) To teach accuracy in the simple arithmetical processes and integrity in the individual.
- (b) To encourage neatness in all written work and pride in the quality of achievement.
- (c) To give all pupils a working knowledge of the business world and how it is related to every-day living.
- (d) To help the pupils to develop understanding and dependability.

#### Authorized Text

*Canadian Modern Accounting, Part I*, Sprott and Short, (Pitman).

#### The Course

##### First Term (September to December)

*Elementary Theory of Bookkeeping*, Sections A-J.

This is an introduction to *Canadian Modern Accounting* and is contained in the edition used in the schools of Manitoba.

The student will require blanks as listed in the text.

It is suggested that the General Journal and Posting should be taught earlier than Exercise 9.

##### Second Term (January-June)

*Canadian Modern Accounting, Part I*, Sections 1-12.

(The student will require blanks and supplies as listed in the Introduction to Part I.)

Special emphasis should be placed on Financial Statements, as in Section 7, on Bank Reconciliation Statements, and on how to locate errors in Trial Balance.

Neat legible writing must be insisted on throughout the course.

#### Reference Books

For teacher or student use:

*20th Century Bookkeeping and Accounting* (Nineteenth Edition), Carlson, Forkner and Prickett, (W. J. Gage and Co.).

*Applied Bookkeeping and Accounting*, Belding, Green and Beach.

## THE TECHNICAL COURSES—SECOND YEAR

### THE BUSINESS WORLD OF TODAY II

This course (The Business World of Today II) is the first part of a two-year course.

#### Definition and Scope

"Basic business education is that area of Business Education which enables the pupil to understand, to appreciate and to perform intelligently the business functions of living, irrespective of the particular vocation followed. As such, it should aid the pupil to acquire competency in the economic, consumer, occupational, political and social aspects of life."

"Basic business education is essential to the needs of all and is therefore general education and should be made available to all pupils. Since it is also valuable background information for those entering business, either as workers or as owners, it should be required of all vocational business education majors." (High School Standards for Business Education, Ohio.)

#### General Objectives

To give students:

1. An appreciation and understanding of the growth and present day organization of industry;
2. An opportunity to become more intelligent consumers;
3. An awareness of the importance of knowing the essentials of Elementary Business Law;
4. Assistance in discovering aptitudes, abilities and interests which may help them in planning their future life in modern society.

#### Content

1. *Introduction:* (Ref. "Applied Economics"—Dodd, Chapter I).
  - (a) A study of economics is of vital concern to everyone
  - (b) Wants and desires, the driving force behind our actions
  - (c) An aid in understanding many personal and business problems.
2. *Making a Living:* ("Applied Economics"—Dodd, Chapter II).
  - (a) Stages in the Development of our Economic Society:
    1. Hunting and Fishing
    2. Pastoral
    3. Agricultural
    4. Handicrafts—merchant and craft guilds, the domestic system
    5. Industrial—division of labour, private property, freedom of enterprise, freedom of contract, freedom of competition, the profit motive in production, our economic order
    6. The ways of making a living will continue to change.
3. *Earning and Using Income:* ("Applied Economics", Chapter III).
  - (a) Main Sources of Income
  - (b) Selecting an Occupation
  - (c) Aptitudes
  - (d) Interests
  - (e) Vocational Opportunities
  - (f) Principles of Income Management.

## THE TECHNICAL COURSES—SECOND YEAR

### 4. *Sources of Business Information:*

Training and Directed Study in the Use of the Following:

- |                     |                        |
|---------------------|------------------------|
| (a) Dictionary      | (e) Records            |
| (b) World's Almanac | (f) Government Reports |
| (c) Directories     | (g) Credit Bureaus     |
| (d) Trade Journals  |                        |

### 5. *Business Ethics and Consumer Protection:* ("Applied Economics", Chap. IV).

- (a) The Motives in Business
- (b) The need for Ethics in Business
- (c) Unfair business practices and their control
- (d) Consumer Helps:
  - 1. grade labelling
  - 2. private research organizations
  - 3. professional organizations
  - 4. magazine institutes
  - 5. women's institutes
  - 6. private business concerns
  - 7. trade associations
  - 8. better business bureaus
  - 9. aids supplied by our local, provincial and dominion governments.

### 6. *Your Legal Rights:* (Personal Business Law—Skar, Schneider, Palmer).

Units One and Two.

- (a) Law and the Courts—
  - 1. It is the law
  - 2. How the law may affect you
  - 3. How to enforce your rights
- (b) Legal Wrongs and Legal Remedies—
  - 1. What you can get if you win
  - 2. You have certain rights against people in general
  - 3. Business crimes do not pay.

### 7. *Production, Wealth, Income, Welfare:* ("Applied Economics", Chaps. V and VI)

- (a) Kinds of goods
- (b) Income: personal and national
- (c) Kinds of utility
- (d) Production—creation of utility
- (e) The main factors of production
- (f) Government aid to production
- (g) Large versus small scale production.

### 8. *Contracts:* (Personal Business Law—Skar, Schneider, Palmer). Units 3, 4 and 5).

- (a) Contracts:
  - 1. You make contracts every day
  - 2. Contracts require consideration
  - 3. Some people cannot make binding contracts
  - 4. The consent must be real
  - 5. Be sure that what you agree to is lawful
  - 6. There may be some requirements as to form.
- (b) Discharge of Contracts—Rights of Third Parties:
  - 1. Performance not the only way of terminating a contract
  - 2. A contract may be discharged by operation of law
  - 3. Sometimes you may get a Right under a contract not made out to you.

## THE TECHNICAL COURSES—SECOND YEAR

9. *Types of Business Organization and Our Relationships to Them:* ("Applied Economics"—Chapters VII, VIII and IX).
  - (a) The business unit:
    1. Single proprietorship
    2. Partnership
    3. Business corporation
    4. Co-operative society
    5. Government in business
  - (b) Organization, operation, dissolution, advantages and disadvantages
  - (c) Functions of each type.
10. *Legal Aspects of Organized Business Units:* ("Personal Business Law"—Skar, Schneider, Palmer, Unit 14).
  - (a) Different ways of organizing your business
  - (b) You deal with corporations and partnerships in many ways
  - (c) Choose your business associates with care.
11. *The Marketing of Goods:* ("Applied Economics"—Chapters X and XI).
  - (a) Marketing involves:
    1. concentration
    2. dispersion
  - (b) Functions in Marketing:
    1. selling and buying
    2. grading and standardization
    3. financing
    4. transportation
    5. storage
    6. risk bearing.
  - (c) Classes of Middlemen:
    1. merchants—wholesaler, retailer
    2. agents
  - (d) Trade:
    1. within the country
    2. abroad
    3. hindrances to trade; nationalism, the home market, military necessity, infant industries, protection of labour, tariffs, governmental revenue, internation cartels, politics.
    4. individual and social viewpoints
    5. trade agreements
12. *Insurance and Social Security:*
  - (a) Kinds of insurance; Fire, life, theft, health and accident, hospital, automobile
  - (b) Social measures to alleviate human suffering.
13. *Insurance and Investments:* ("Personal Business Law"—Skar, Schneider, Palmer, Unit 15).
  - (a) Take a chance or take out insurance
  - (b) You may take out life insurance
  - (c) Investing your savings.

## THE TECHNICAL COURSES—SECOND YEAR

14. *The Community*: (“Personal Business Law”—Skar, Schneider, Palmer), Unit 10.
- (a) Development of the community—reasons for its growth and importance
  - (b) A community plan
    - 1. Traffic and transportation
    - 2. Recreation and culture
    - 3. Public services
    - 4. Zoning for business and residential areas.
  - (c) Civic Administration:
    - 1. The elected and the electors duties
    - 2. The civil service—boards, officials
  - (d) Civic revenues and expenditures:
    - 1. Sources of revenue—property (business and residential), licenses, other levies, inequitable taxes.
  - (e) Unofficial community efforts—
    - 1. community troops—ratepayers, service clubs, home and school.
  - (f) You are a citizen—make use of your opportunities, make use of your obligations
  - (g) Personal matters and citizenship:
    - 1. A few personal matters
    - 2. You are a citizen—make use of your opportunities
    - 3. You are a citizen—take care of your obligations.

### Recommended Texts

#### For the student:

1. *Applied Economics* (Elementary Principles of Economics Applied to Everyday Problems), J. H. Dodd, (South-Western Publishing Co.—W. J. Gage and Co.)  
*Manual to “Applied Economics”*, J. H. Dodd, (W. J. Gage and Co.).
2. *Personal Business Law*, Skar, Schneider, Palmer, (McGraw-Hill).

#### For Teacher Reference:

*Consumer Economic Problems*, 3rd edition, Shield & Wilson, (W. J. Gage & Co.).

*Business Law*, Walker, (Ryerson).

*Manual of Canadian Business Law*, Western Edition, Falconbridge and Smith, (Pitman).

*Business Fundamentals*, Bruce, Heywood and Abercrombie, (Gregg).

*Banking and Exchange*, Steinberg, (Pitman).

*Outlines of Economic History*, Mitchell, (Pitman).

*Economic Geography*, Staples and York, (Gage).

*Introduction to Economics*, Mitchell, (Pitman).

*A Social Approach to Economics*, Logan and Inman, (University of Toronto).

*A Handbook for Business Education in the Small High School*, (W. J. Gage and Co.).

## BUSINESS ENGLISH AND SPELLING II

This course (Business English and Spelling II) is the first part of a two-year course.

### Authorized Texts

*Business Letter Writing*, Warner, (Pitman).

*Vocational Speller*, Dickenson, (Pitman).

## THE TECHNICAL COURSES—SECOND YEAR

### Objectives of the First Year

1. Complete mastery of the minimum basic material which is essential to daily normal life, to simple business, to other school subjects and to more advanced work in Business English.

It is intended that in the first year the student will master Section II of the text, and, if possible, complete lesson 56 of Section III.

2. Habits of accuracy in everyday English—

Speech	Grammar
The Use of the Dictionary	Punctuation
Vocabulary	Spelling
Reading	Penmanship.

Accuracy should be insisted upon in all activities of the student, whether it be in notices on the blackboard or in bulletins, examination papers (both question and answer) and in the work done in other subjects.

### Reference Texts

*Grammar for Secondary Schools*, Cowperthwaite and Marshall.

*The English of Business*, Hagar, Wilson, Hutchinson and Blanchard (Gregg and Co.).

*Language and Letters*, Wallace and Brown.

*Business English*, J. Walter Ross, (Southwestern Publishing Co.).

*Business English*, Work Book, J. Walter Ross, (Southwestern Publishing Co.).

*Effective Business Correspondence—with Manual and Study Projects*—Aurner, (Southwestern Publishing Co.).

### Guide

A Teacher's Guide to the course in Business English entitled "Accuracy in Everyday English" has been prepared for this course. This Guide should be in the hands of every teacher of English in the Commercial Course. Apply to Inspector of Technical Schools, Manitoba Technical Institute, Winnipeg.

## THE HOME ECONOMICS COURSE

### SECOND YEAR

#### A. General Subjects

English.....	12%
Social Studies.....	10%
General Mathematics.....	5%
Health and P.T.....	8%
Option.....	10%

#### B. Technical

Science.....	10%
Home Economics.....	45%

#### A. General Subjects

##### *English*

English II—Basic Studies—See General Course.

## THE TECHNICAL COURSES—SECOND YEAR

### *Social Studies*

Social Studies II—See General Course.

### *General Mathematics*

General Mathematics II (Home Economics).

### **Authorized Text**

*Mathematics in Daily Use*, Hart, Gregory and Schult.

### **The Course**

Units VII-IX: Unit VII: Safeguarding Family Income; Unit VIII: Community Activities; Unit IX: Business Transactions.

### *Health and P.T.*

Health II—See General Course.

*Option*—Any option in the General Course not previously taken.

## (B) TECHNICAL SUBJECTS

### SCIENCE

#### **General Science II (Commercial and Home Economics)**

### **Authorized Text**

*Everyday Problems in Science*, Beauchamp, Mayfield and West.

### **The Course**

#### *Unit XI—How Do We Provide our Home with a Good Water Supply?*

1. How is a supply of water obtained?
2. How is the quality of the water supply maintained?
3. How is water delivered to the consumer?
4. How is the supply of water controlled in our buildings?

#### *Unit XII—How Do Simple Machines Help Us Do Work?*

1. What are machines used for?
2. Why do machines help us do work?
3. What are the kinds of simple machines?
4. How do we control friction in our machines?

#### *Unit XIII—What is the Relation of the Earth to Other Heavenly Bodies?*

1. What is the solar system?
2. What is the nature of the universe?
3. How do the earth's movements affect us?
4. How do astronomers learn about the heavenly bodies?

#### *Unit XIV—How Does the Earth's Surface Change?*

1. How is the surface of the earth worn down?
2. How are the low parts of the earth built up?
3. How are the highlands renewed?

## THE TECHNICAL COURSES—SECOND YEAR

### *Unit XV—How Do We Harness the Energy of Nature to do our Work?*

1. How is the energy of winds and water put to work?
2. How do we measure power?
3. How do we use steam to harness the energy of fuels?
4. How is the energy of fuels harnessed by internal combustion engines?
5. What sources of energy will we use in the future?

### *Unit XVI—How do we Obtain and Use Electrical Currents?*

1. What is electricity?
2. How do we control electrical current?
3. How do we make use of chemical change to produce electrical current?
4. How is electricity measured?
5. How do we use mechanical energy to produce electrical current?
6. How do we get heat energy and light energy from electrical current?
7. How do electrical currents do work?
8. How is the energy of electrical current transmitted from the generators to our homes?

### *Unit XVII—How Do We Use Energy for Communications?*

1. What is sound?
2. Why do sounds differ from one another?
3. How do we hear?
4. How is the energy of electrical current used for sending messages?

### *Unit XVIII—How Do We Use the Energy of Light?*

1. How does light behave?
2. How do we use reflected light?
3. How do we use light in our homes?
4. How do we use lenses?
5. Why are objects of different colours?

### *Unit XIX—How Does Man Provide Transportation?*

1. How are land vehicles propelled?
2. How are boats and ships operated?
3. How are balloons and dirigibles operated?
4. How are aeroplanes held up?

### *Unit XX—How Can Science Help Us Keep from Wasting Nature's Wealth?*

1. How can we save our soil?
2. How can we save fuel for future use?
3. How can we best enjoy our wild animals?
4. How can we make best use of our forests?

## HOME ECONOMICS II

*NOTE: A handbook containing a more detailed outline of the subject matter, together with suggestions as to procedure and suitable activities, plans for evaluation, (such as minimum achievement lists), reference and source material lists, has been prepared for the use of teachers. Application for this must be made by all teachers of Home Economics, to the Curriculum Branch, Department of Education, Legislative Building, Winnipeg.*

### Allocation of Subjects in Home Economics II.

#### Home Economics IIa

Foods.....	10-12%
Home Management.....	5- 4%
Home Care of Sick.....	3- 2%

## THE TECHNICAL COURSES—SECOND YEAR

### Home Economics IIb

Clothing and Textiles.....	10-12%
Related Arts and Crafts.....	5- 2%
Personal and Social Development.....	4- 3%
Special Projects.....	3- 5%
Unassigned.....	5%

#### Area—Foods (Level IIa)

Time: 10-12% or 80-96 hours. (See Level I.)

#### Objectives of Area

1. The ability to plan, prepare and serve meals:
  - (a) to meet the food requirements of the girl, family and others
  - (b) suitable to the income available for food
  - (c) according to time, facilities and equipment available.
2. The ability to make wise choice in:
  - (a) purchasing foods from among the wide varieties found on the market e.g., choice of quick frozen, fresh, dried or canned
  - (b) judging comparative economic values of food, e.g. (when it is advisable to prepare foods at home).

#### Units of Area

*Unit I—Food Preservation*—8-10% of area time, approximately 7 hours.

More advance methods of preservation, as quick freezing, dehydration, use of commercial pectin, marmalade, etc., home projects in canning, canning meats and poultry.

*Unit II—Meals for the Family*—64-55% of area time or approximately 52 hours.

An understanding of the food requirements and the importance of serving healthful, satisfactory, economical meals.

*Unit III—Nutrition*—12-15% of area time or approximately 10 hours.

To develop an understanding of food values in order to be able to choose adequate meals. To study calories, protein, minerals and vitamin content of food with application to normal health as well as some simple diets for gaining and reducing, nutritional anemia, constipation.

*Unit IV—Food Management (Purchasing and Care)*—12-15% of area time, approximately 10 hours.

A study of the grades and labelling of foods, food purchasing problems, food budgets, food legislation.

*Unit V—Food and Hospitality*—4-5% of area time, approximately 3 hours.

A study of more formal types of entertaining, buffet entertaining, simple problems in catering.

#### Basic Text

“Foods—Their Nutritive, Economic and Social Values”, *Harris and Henderson*, (D. C. Heath and Co.).

#### Directive

The instructor may find that time does not permit each student to participate fully in each unit. If such is the case, it is suggested that students might work in small groups or committees and submit reports on their study to the whole group.

## THE TECHNICAL COURSES—SECOND YEAR

### Area—Home Management (Level IIa)

Time allowed for area—5-4% (40-32 hours per year).

#### Objectives of Area

1. To develop interest in the management and care of a home in order to make family living more enjoyable.
2. To acquire a willingness to plan and share in family life activities and to develop an appreciation for well-planned work.
3. To develop some ability to assist in the organization and management of a home in order to reduce the expenditure of time and energy to the minimum.
4. To develop a realization that time and energy may be conserved by a good arrangement of equipment and supplies.
5. To learn to discriminate in the selection and purchase of household furnishings and equipment.
6. To develop some skill in the use of the best methods of caring for home furnishings.

#### Units of Area

*Unit I—Selection of essential furnishing and equipment.* (Time— $37\frac{1}{2}\%$  of area time or approximately 15-12 hours).

A study of the points to be considered in the selection of stoves, refrigerators, sinks, washing machines, irons and ironing boards.

*Unit II—Arrangement and storage of equipment and supplies.* (Time— $12\frac{1}{2}\%$  of area time or approximately 5-4 hours).

The arrangement of equipment in the kitchen, laundry and bathroom and the storage facilities for equipment and such household supplies as fruit, vegetables and household linens.

*Unit III—Care of home, furnishings and equipment: and cleaning agents for home furnishings and equipment.* (Time— $37\frac{1}{2}\%$  of area time or approximately 15-12 hours).

Daily, weekly and seasonal care of household furnishings and equipment. The methods of caring for such equipment and a study of cleaning agents. Storage facilities for cleaning equipment and supplies.

*Unit IV—Management of time and energy in the home.* (Time— $12\frac{1}{2}\%$  of area time or approximately 5-4 hours).

A study of the value of time schedules in the management of a home, and the factors which are involved in drawing up such schedules.

#### Basic Text

“Today’s Home Living”, *Justin and Rust*, (Lippincott).

### Area—Home Care of the Sick (Level IIa)

Time allowed for area 3-2% or approximately 24 hours.

For this area it is assumed the Home Economics teacher will work in close co-operation with the Health teacher.

#### Objectives of the Area

1. To increase the ability of the student to recognize a state of well-being.
2. To develop the ability to recognize deviations from normal states of health.
3. To meet simple illnesses and home emergencies with safety and efficiency.

## THE TECHNICAL COURSES—SECOND YEAR

### Units of Area

*Unit I—Recognition of good health and signs of illness*—16-18% area time or 3-5 hours.

*Unit II—Home nursing techniques and practices*—16% area time or 4 hours.

*Unit III—Food for the sick*—25% area time or 6 hours.

*Unit IV—Safe application of some simple procedure*—25% area time or 6 hours.

*Unit V—Care of the convalescent and chronically ill*—18%-16% area time or 5-3 hours.

### Basic Text

“Today’s Home Living”, *Justin and Rust*, (Lippincott).

### Area—Clothing (Level IIb)

Time allowed 10-12% or 80-96 hours.

### Objectives of Area

1. To develop in each girl some ability and judgment in the wise selection of appropriate, economical and practical clothing and accessories for herself.
2. To develop in each girl some ability and independence in
  - (a) the selection and use of a commercial pattern
  - (b) the altering, testing and adjusting of the pattern
  - (c) the selection and cutting of material
  - (d) the selection of suitable seams and finishes
  - (e) the fitting of the garment
  - (f) the finishing of the garment and
  - (g) evaluating the finished garment.
3. To develop an interest in the formation of good habits of work and higher standards of workmanship.
4. To develop an understanding of the use and care of up-to-date equipment and sewing aids.
5. To increase interest in becoming an intelligent buyer of fabrics and clothing.
6. To develop an appreciation of and discrimination in the selection and use of textiles.
7. To develop in each girl an interest and some ability in planning a wardrobe before buying.
8. To help each girl realize the amount of money she is justified in spending for clothing in relation to the income.
9. To encourage good habits in the care and repair of garment.

### Units of Area

*Unit I—Wardrobe-Planning and Care* (12-10% of area time or approx. 10-8 hours).

A study of the factors influencing the planning of a suitable wardrobe to meet the individual's needs.

## THE TECHNICAL COURSES—SECOND YEAR

*Unit II—Fabric Study* (18-15% of area time or approx. 14-12 hours).

A study of synthetic fabrics available as to source, structure, quality, uses, care, purchasing and comparative cost.

*Unit III—Clothing Construction* (70-75% of area time or approx. 56-60 hours).

This unit is planned to develop a high standard of skill in the application of basic knowledge in the construction of an afternoon-type of dress and a "lingerie" garment, e.g., blouse, slip, pyjamas, etc., where experience in fine hand and machine stitching will be obtained.

### Basic Text

"Today's Clothing", *Baxter, Latzke*, (Longman's Green).

### Area—Arts and Crafts (Level IIb)

Time allowed 5-2% or approximately 40-16 hours.

*Unit I—Crafts*—The craft activity of this unit may be a craft or crafts *not studied* in Level I, or a craft or crafts studied in Level I which involve *new techniques or finer details* than those used in Level I.

### Area—Personal and Social Development (Level IIb)

Time allowed for area 4-3% or 32-34 hours per year.

### Objectives of Area

1. To provide an opportunity to study the developmental stages of normal mental growth, and to create in the pupil a desire to become emotionally mature at each stage.
2. To create in the pupil a desire to be a happy, well-adjusted individual, willing to assume the responsibilities of citizenship.
3. To stimulate an interest in developing a pleasing personality.
4. To develop an appreciation and interest in attaining satisfaction from the use of leisure time.

### Units of Area

*Unit I—Personality* (Time 35-30% of area time or approximately 12-8 hours).

Factors affecting personality: Voice, interest in people, posture, grooming, choice of styles and color in clothing.

*Unit II—Wholesome Living* (Time 35-50% of area time or approx. 12 hours).

Attitude toward life. Use of leisure time—habits, personality, traits, problems of behaviour.

*Unit III—Woman's Place in the Community* (Time 30-20% area time or approx. 8-4 hours).

Interest in the community, a study of benefits derived from a community and the responsibility of its citizens.

### Basic Text

"Today's Home Living", *Justin and Rust*, (Lippincott).

# THE INDUSTRIAL COURSE

## SECOND YEAR

### GENERAL SUBJECTS

English II (Basic Studies).....	12%
Social Studies II.....	10%
General Mathematics II.....	10%
Health and P.T. II.....	8%
Option.....	10%

### TECHNICAL SUBJECTS

Shop Science II.....	8%
Draughting II.....	9%
General Shop II.....	30%
Guidance.....	3%

### References

See First Year.

### General Subjects

#### *English II*—(Basic Studies).

See General Course.

#### *Social Studies II*

See General Course.

#### *Mathematics*

### Authorized Text

*General Trade Mathematics*, E. P. Leuven.

The following are also recommended:

“Applied Mathematics”, *Johnson*.

“Mathematics for Technical and Vocational Schools”, *Slade and Margolis*.

#### *Health II*

As in General Course.

#### *Physical Training II*

As in General Course.

### Technical Subjects

#### *Shop Science II*

##### Text

“Experiments in Elementary Science”, *Lead and Rivard*.

#### *Shop Science II*

“Experiments in Elementary Science”, *Lead and Rivard*.

### Part II—Units VI-X

Where students have already covered units outlined for Shop Science II in Part I, the units previously omitted in Part I will be taken.

## THE INDUSTRIAL COURSE—SECOND YEAR

### *Unit VI—Machines and Engines*

- Experiment 42—The Law of the Lever.
- Experiment 43—The Three Classes of Levers.
- Experiment 44—Friction.
- Experiment 45—The Inclined Plane.
- Experiment 46—Pulleys.
- Experiment 47—Wheel and Axle.
- Experiment 48—Simple and Complex Machines.
- Experiment 49—Steam Engine.
- Experiment 50—Gasoline Engine.

### *Unit VII—Making Use of Magnetism*

- Experiment 51—Principles of Magnetism.
- Experiment 52—Magnetic Field.

### *Unit VIII—Obtaining and Using Electricity*

- Experiment 53—Static Electricity.
- Experiment 54—Simple Electric Cell.
- Experiment 55—The Dry Cell.
- Experiment 56—Lead Storage Cell.
- Experiment 57—The Electromagnet.
- Experiment 58—Heating Effect of a Current.
- Experiment 59—To Generate a Current with a Magnet and a Coil.
- Experiment 60—The Electric Motor.
- Experiment 61—The Transformer.
- Experiment 62—Circuit Wiring.

### *Unit IX—The Production and Transmission of Sound*

- Experiment 63—Sound Waves.
- Experiment 64—Properties of Sound.
- Experiment 65—Reflection of Sound.

### *Unit X—The Sources and Uses of Light.*

- Experiment 66—Sources and Behaviour of Light.
- Experiment 67—Reflection.
- Experiment 68—Refraction.

### *Guidebook—(Part II of the text).*

### *Unit VI—Machines and Engines*

Machines, mechanical advantage, the law of the lever, the three classes of levers, force, inclined plane, work, pulleys, aeroplane controls, wedges, screws, propellers, helicopters, the wheel and axle, gears and their uses, belt and chain drives, cranks, eccentrics, cams, universal joints, uses of friction, reducing friction, complex machines, the steam engine and turbine, the gasoline and diesel engines, the gas turbine, jet propulsion and rockets.

### *Unit VII—Making Use of Magnetism*

Natural and artificial magnets, the characteristics of magnetism, lines of force, induction, magnetic fields, permeability, theory of magnetism, demagnetizing magnets, dip, the magnetic compass, variation, deviation, Northern lights.

### *Unit VIII—The Sources and Effects of Electricity*

Static electricity, conductors, insulators, charges, electroscopes, condensers, lightning, the preciptron, electricity in motion, hydraulic analogy, Ohm's Law, current, voltage, resistance, power, series and parallel, sources of Electricity, simple electric cell, dry cell, magnetic induction, a generator, water power, the effects of electricity, heaters, fuses, lamps, electrolysis of water, electroplating, storage battery, electromagnet, electric bell, transformer, spark coils, electric motors, meters, electronics, six uses of electronic tubes, X-rays, electronics at work in home, industry and medicine.

## THE INDUSTRIAL COURSE—SECOND YEAR

### *Unit IX—The Production and Transmission of Sound*

Sounds, vibrations, waves, thunder loudness, pitch, telegraph, morse code, telephone, radio, sound films, records, the effect of the speed of sound on air resistance, supersonic streamlining.

### *Unit X—The Sources and Uses of Light*

The nature of light, the absorption, reflection and transmission of light, shadows, plane, concave and convex mirrors, sextant, refraction, lenses, magnifiers, microscopes, telescopes, the electron microscope, light intensity, colours, the spectrum, colour dynamics, pictures, movies, television.

## DRAUGHTING II

1. Principles of Projection—Perspective, isometric, oblique and orthographic.
2. Applied Draughting—Problems related to General Shop Practice.
3. Conventional Practices—Lines, scale drawings, working sketches.

### Pictorial Representation

Isometric. Projects: Support Block, Anchor Block.

Cabinet and Oblique. Projects: Support Block.

Parallel Perspective. Projects: Hollow Block and Bracket. Tiled Floor and columns. Room interior.

### Development of Surfaces

Discussion of the methods used in making developments, auxiliary views, and in finding true lengths. The application of these principles in building and industry

Projects: Development of a truncated hexagonal prism, showing an auxiliary view and development. Development of a truncated cylinder. Development of a truncated cone, showing auxiliary view and development. Development of a three-piece elbow. Development of a four-piece elbow.

### Intersections

Using sections or cutting planes.

Projects: Intersection of a vertical prism and a horizontal prism, showing development. Intersection of two inclined hexagonal prisms, showing intersection and development of the vertical prism. Intersection of a vertical cylinder and a horizontal cylinder, showing intersection and development.

### Mechanical Drawing

In the beginning a few standard plates should be made to give the student practice of the principles he has been taught. Other projects should be drawn from his shop experiences and should be made to fit specific areas of work in which the student has had, or is going to have, experience.

Projects: Drawings showing a Front Elevation and a Half-Sectional Elevation; Governor Pulley; Pipe Elbow; Cast Iron Pipe Joint.

### References

"Freehand Drafting", by *Anthony E. Zipprich*; D. Van Nostrand Co., Inc., New York.

## THE INDUSTRIAL COURSE—SECOND YEAR

“General Drafting”, by *Fryklund and Kepler*; McKnight and McKnight, Bloomington, Ill.

“Mechanical Drawing for High Schools”, by *French and Svensen*; McGraw-Hill Book Co., New York.

“Applied Drawing and Design”, by *Mattinly and Scrocin*; McCormack-Mathers Publishing Co., Wichita, Kansas.

“Shop Sketching”, Technical Branch, Department of Education, Winnipeg.

## GENERAL SHOP II

For a full outline of the course in General Shop write to the Inspector of Technical Schools, Manitoba Technical Institute.

### Objectives

See General Shop I.

### References

See General Shop I.

### Woodwork

#### *Skills*

1. Tool sharpening
2. Using scraper
3. Using combination plane
4. Using spokeshave
5. Inlaying
6. Upholstering
7. Joints—rabbet  
mitre  
tongue and groove  
dowel
8. Finishing

#### *Suggested Projects*

1. Bookcase
2. Night table

### Machine Shop

1. Cutting “V” threads
2. Drilling, boring and reaming
3. Cutting internal threads
4. Grinding lathe cutting tools
5. Running fits
6. Chipping
7. Use of various “cut” files
8. Drilling
9. Hand reaming
10. Cutting off stock in the chuck

#### *Suggested Projects*

1. Tool makers’ clamps
2. Vise (Metal)
3. Woodworking Vise

## THE INDUSTRIAL COURSE—SECOND YEAR

### Sheet Metal

1. Joints—lock seam, hand groove and wire edge
2. Stake forming—square and hatchet
3. Drill holes—hand and machine
4. Hacksaw
5. Cold chisel
6. Finishing—hammer, lacquers and etching

#### *Skills*

Joints—  
double seam  
lock or grooved seam  
Grooving  
Wiring  
Filing heavy sheet metals  
Finishing:  
Hammered  
Lacquered  
Etching

#### *Suggested Projects*

Utility box  
Kit box  
Brass paper knife  
Aluminum pie knife  
Book ends.

### Forging

#### *Skills*

Home treatment  
Annealing  
Normalizing

#### *Suggested Projects*

Hunting knife  
Hose reel  
Football lacer

### Moulding

#### *Skills*

Using split pattern  
Using irregular pattern

#### *Suggested Projects*

Lamp standard  
Ornaments

### Bench Metal Work

#### *Skills*

Aligning holes  
Making scrolls  
Making duplicate parts

#### *Suggested Projects*

Flower pot holder  
Teapot stand  
Smoker stand  
Bicycle carrier

## THE INDUSTRIAL COURSE—SECOND YEAR

### **Electricity**

#### *Skills*

Winding coils  
Testing currents  
Planning projects

#### *Suggested Projects*

Buzzer  
Fluorescent lamp  
Crystal set  
Electric motor

### **Printing**

#### *Skills*

1. Use initial letters
2. Set two columns in one measure
3. Put in the grippers
4. Cut paper
5. Set a rule job in two forms
6. Set a title page
7. Set a programme
8. Set a menu
9. Set an announcement
10. Set a cover-page
11. Set typewriter type

### **Bookbinding**

#### *Skills*

Tool sharpening  
Stripping and assembling  
Making end papers  
Inserting second pair of end papers  
Making up and sewing in tapes and cords  
Sewing—tapes and cords  
    flexible back  
    pinch back  
Rounding   Putting on head bands  
Backing   Putting on backing flannel  
Trimming   Making the case  
Stamping   Decorating cover

#### *Suggested Projects*

Single sheet binding  
    flexible back  
    pinched back  
Magazine binding  
Sharpen—chisels  
    cutters  
    awl

## THE AGRICULTURAL COURSE

### SECOND YEAR

#### GENERAL SUBJECTS

English II (Basic Studies).....	12%
Social Studies II.....	10%
General Mathematics II.....	10%
Health and P.T. II.....	8%
Option.....	10%

#### TECHNICAL SUBJECTS

General Science II (Agriculture).....	15%
Farm Shop II.....	12%
Agriculture II.....	15%
Farm Accounting II.....	5%
Unassigned.....	3%

#### *Reference texts*

See Agricultural Course—First Year.

#### General Subjects

##### *English*

English II (Basic Studies)—See General Course.

##### *Social Studies*

Social Studies II—See General Course.

##### *Mathematics*

*Either* General Mathematics II—See General Course  
*or* Mathematics II—See General Course  
*or* Applied Mathematics II—As in Industrial Course.

#### Authorized Text for Applied Mathematics II

“General Trade Mathematics”, *Leuven*,

*or* “Mathematics for Technical and Vocational Schools”, *Slade and Margolis*.

##### *Health and P.T.*

Health II—See General Course.

##### *Option*

Any General Option—See General Course.

#### TECHNICAL SUBJECTS

##### *General Science*

General Science II (Agriculture).

#### Authorized Text

“Science and Life”, *English, Edwards and Flather*.

#### Course

The text.

## THE AGRICULTURAL COURSE—SECOND YEAR

### FARM SHOP II

#### Farm Shop

1. *Elementary Arc and Oxyacetylene Welding*
  - (a) *Lecture course on principles of arc welding*
    - I. Types of arc welding equipment.
    - II. Accessories, Equipment and Safety precautions.
    - III. Common faults in arc welding.
  - (b) *Laboratory Course:* Practice in the use of arc welding equipment including striking and holding a proper arc and running simple flat beads.
  - (c) *Lecture course on Oxyacetylene welding*
    - I. Principles of gas welding and welding terms.
    - II. Accessories, equipment, and safety precautions.
    - III. General application of welding, comparison of Gas and Arc welding.
  - (d) *Laboratory course:* Practice in adjusting the regulators and welding flame, running simple flat ripples and beads on steel sheet.
2. *Power Transmission*
  - (a) Gearing
  - (b) Chain drives
  - (c) Flat and V velt drive
  - (d) Speed calculations
  - (e) Rope work—Knots and Splices
  - (f) General Farm Safety
3. *Farm Building Construction*
  - (a) Farmstead Planning—buildings, lanes, fence lines
  - (b) Concrete construction including the water cement ratio law
  - (c) Wood framing
  - (d) Simple rafter cutting
  - (e) Estimating
4. *Elementary Electricity and Farm Electrification*

Alternating current. How to read the farm meter.  
Measurement of alternating current.  
How to wire a circuit. Types of wiring material.  
How to wire a three wire 100V. grounded system.  
How to wire a 110-220 volt grounded system.  
Advantages of high voltage 3-phase circuits for power.  
Types, uses, care and maintenance of farm electric motors.  
Uses for and advantages of open and concealed wiring in damp and dry farm buildings.
5. *Moulding and metal lathe work.* G. S. outline.
6. *Shop sketching and blue print reading.* G. S. outline.
7. *Operation and adjustment of common farm machinery.*

#### Reference Texts

See Farm Shop I.

## THE AGRICULTURAL COURSE—SECOND YEAR

### AGRICULTURE II

1. A short review of previous year's work.

2. Livestock—(Swine, Beef cattle, Sheep.)

- (a) A study of market requirements.
- (b) Management problems.
- (c) Starting a pure bred herd.
- (d) Judging and field trips.

3. Poultry

- (a) A study of market requirements—Eggs and Dressed Poultry.
- (b) Housing.
- (c) The brooding and rearing of baby chicks.
- (d) Judging and field trips.

4. Cereal Crops

- (a) Markets and Marketing.
- (b) Quality standards and grades.
- (c) Seed grain production—Registered and Certified seeds.
- (d) Judging.

5. Forage Crops

- (a) Haymaking methods.
- (b) Pastures and pasture management.
- (c) Seed production.
- (d) Crop rotations including grasses and legumes.

6. Weeds

- (a) Control measures—Cultural and Chemical.
- (b) Provincial Weed Legislation.

7. Soils

- (a) In relation to human welfare.
- (b) Major soil problems—wind and water erosion, combatting drought.
- (c) Maintaining soil fertility; summerfallow practice, the place of grasses and legumes, the use of manure and fertilizers.
- (d) Tillage; Implements used, the effect on structure and moisture conservation.

8. Horticulture

- (a) Root crops.
- (b) Storage.
- (c) The Farm Orchard.

9. Agriculture

- (a) The organization within a bee hive.
- (b) Equipment necessary for starting in beekeeping.
- (c) How to order and care for package bees.

## THE AGRICULTURAL COURSE—SECOND YEAR

### Reference Texts

See Agriculture I.

Publications of the Manitoba Department of Agriculture. The following are available on request to Publications Branch, Room 169 Legislative Building, Winnipeg.

### Bulletins, Circulars, etc.

(Those marked \* are of recent issue)

#### Field Husbandry

- Whither in Farm Practices
- Sweet Clover
- Checking Soil Erosion by Tillage
- Corn in Manitoba

#### Weeds

- \*Controlling Woody Growth and Weeds, Etc.
- \*Questions and Answers on 2,4-D 2,4-D and Its Use
- Canada Thistle
- False Ragweed
- Purslane
- Field Bindweed
- Russian Knapweed
- Hoary Cresses

#### Farm Machinery

- New Developments in Lubrication
- Power Hay and Stook Sweep
- A Combination Tractor Hitch for a One-Way Disc and Binder
- Horse and Tractor Hitches

#### Dairying

- The How and Why of Correct Milking
- Farm Butter-Making
- Cheese-Making on the Farm

#### Animal Husbandry

- Grain Fattening of Beef Cattle
- Some Tips on Selecting, Fitting and Showing Beef Steers
- Feeding and Management of Dairy Cows
- Bang's Disease or Brucellosis of Cattle
- Post-War Big Production (Poster)
- Sheep Production Pointers
- Bacon for Britain — Electric Fences, Self-feeders, Shelters
- Common Diseases of Pigs in Manitoba
- The Beef Ring
- Breeding or Gestation Table

#### Bees

- Diseases and Pests of Bees

#### Poultry

- Turkey Pouls for Profit
- Brooder House and a Range Shelter
- Fattening and Preparing Poultry for Market
- Poultry Housing in Manitoba
- Poultry Diseases
- Poultry Feeding
- Pastures and Ranges for Poultry
- Brooding and Rearing Chicks

#### Insects

- \*Fighting Grasshoppers
- Household Insects and Their Control
- Field Crop Insects and Their Control
- Farm Animal Insects and Their Control
- Vegetable Insects and Their Control

#### Household

- Sew and Sew
- Fitting for Style
- The Sewing Machine
- Meat Curing Recipes

#### Horticulture

- Seed Potato Production
- Home Vegetable Storage
- Herbaceous Perennial Flowers and Their Uses
- Tomatoes, Egg Plants and Peppers
- Sweet Corn
- Vegetable Seed Production
- Shelter Belts and Farm Woodlots
- Manitoba Vegetable List, 1949

#### Miscellaneous

- Facts About Manitoba
- The Preparation of Whitewash
- Manitoba Crop Report for 1948
- The Gopher Pest in Manitoba

#### War-Time Production Series (Issued by Agricultural Supplies Board, Ottawa)

- The Wartime Garden
- Dodder
- Sudan Grass
- Pasture Improvement
- Carcass Grading of Hogs

## THE AGRICULTURAL COURSE—SECOND YEAR

### FARM ACCOUNTING II

#### A. Production Record:

The student will establish and maintain a regular record of production for the various enterprises on the farm. For each enterprise he will record the production as it occurs. This may be on a daily, weekly, monthly, or seasonal basis. The production record is essential as it serves as a check on the efficiency of the enterprise and as a guide to income. Accurate measurement of production is desirable. When this is not possible try to estimate production as closely as possible. Enterprise records will include the following:

1. *Crops*: Acres seeded, amount of seed used, total yield and yield per acre.
2. *Livestock*: Cattle, sheep, horses, hogs:  
List monthly as they occur the number of animals born, the number died or lost.
3. *Dairy enterprise*: Record daily the pounds of milk produced, where fluid milk or churning cream is sold, record the amounts sold and the amount used on the farm for food and feed.
4. *Poultry enterprise*: Record the total eggs gathered daily. Show the number of chicks hatched.
5. *Bees*: Record pounds of honey and by-products for the season.

#### B. Valuation of Inventory and Calculation of Depreciation:

Progressive development of the bases for value considered in the first year.

Additional methods for arriving at value:

1. *Valuation*:
  - (a) Buildings: new cost less depreciation; replacement value.
  - (b) Machinery: new cost less depreciation.
  - (c) Land and permanent improvements: capitalization of long-term earnings on basis of typical operation.
  - (d) Livestock: market prices.
2. *Depreciation*: Applies to all assets except land.
  - (a) Straight line depreciation approach.
  - (b) Variable rate of depreciation.

#### C. Simple Farm Management Principles:

1. *Law of diminishing returns*: Influence upon crop and livestock yields resulting from, amount of seed per acre, amount of fertilizer used per acre, amount of feed fed to livestock.
2. *Enterprise relationships*:
  - (a) Competitive.
  - (b) Complementary.
  - (c) Supplementary.
  - (d) Joint-product.
3. Labour use, farm power use and use of farm machines, relationship between amount of work done and farm income. Number of hours of use of farm tractors and other farm machinery to give lowest cost of operation.

#### Reference Texts

See Farm Accounting I.









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